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PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION
NINETEENTH ANNUAL REPORT
1924

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NINETEENTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1924

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON:
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- (2) CHORUS—ALEX. TAYLOR SCHOOL, EDMONTON, WINNERS SENIOR CHORUS COMPETITION, ALBERTA MUSICAL FESTIVAL, 1924.

DEPARTMENT OF EDUCATION,
EDMONTON, DECEMBER 31, 1924.

TO HIS HONOUR

ROBERT GEORGE BRETT,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of
the Department of Education for the year 1924.

Your obedient servant,

PERREN BAKER,

Minister of Education.

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EDMONTON, ALBERTA,
December 31, 1924.

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1924. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspector, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the Library and Debenture Branches. The statistics dealing with the attendance of pupils at the public, separate and private schools of the Province, are for the school year commencing July 1st, 1923, and ending June 30th, 1924. The financial and departmental reports refer to the year ending December 31st, 1924.

I have the honour to be, Sir,

Your obedient servant,

J. T. ROSS,
Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the nineteenth annual report of the Deputy Minister of Education.

The total enrolment of pupils in the schools of the Province was 147,373 or 672 less than in the school year 1922-23. There was, however, an increase of 1,184 in the number of students in grades above Grade VIII. The number of students enrolled in the secondary schools of the Province was 13,446 or 9.13% of the total enrolment in all schools. This increase was not confined to the city, town or village schools, but was also very marked in connection with rural schools. Examinations in grades above Grade VIII were held during June in 503 rural schools, and Grade VIII examinations were held in 1306 rural schools. The following table indicates the growth in the number of students doing work in grades above Grade VIII, since establishment of the Province, and the increase in the percentage of high school students in attendance at our schools.

Year.	No. of High School Students.	Percentage of Total Enrolment.
1905	585	2.41
1910	2,088	3.77
1915	5,233	5.38
1920	9,148	6.74
1924	13,446	9.13

The standard of scholarship demanded from high school students has been gradually raised during the last few years. In 1922 a student in Grade IX, X, XI or XII who had obtained 34% on each subject and an average of 50% on the whole examination was entitled to a diploma. This standard has been raised and a student must now obtain 40% on each subject and an average mark of 50% on the whole examination, before being granted a diploma. The new or revised course of study which will be introduced into all the high school grades by midsummer, 1925, is based on the unit system, and it is necessary for the student to obtain 50% of the marks given in each subject, before he is entitled to credit in the subject. These changes will necessitate more thorough preparation of the subject matter by the students, and will develop more accurate scholarship.

The regular departmental examinations are held in June of each year, and supplemental examinations in September. The answer papers for the former examinations are forwarded to the Depart-

ment at Edmonton, and are read by competent teachers, who are appointed as sub-examiners by the Minister. The men and women selected are recognized as having a thorough knowledge of the subjects they are asked to read, and must have taught them during the year. In 1924 two hundred and twenty sub-examiners were appointed, and were divided into committees and placed under the direction of twenty-nine teachers who acted as chairmen. The chairman, in each instance, called his committee together and spent one half day discussing the questions on the examination paper to be read, and arriving at a uniform basis of marking. When this work was completed each sub-examiner proceeded with the marking of the candidates' answer papers, while the chairman devoted all his time to checking the work of the sub-examiners in his group. If he found that any sub-examiner was doing his work carelessly or inaccurately he was given authority to dismiss the offender, and thus make sure that the student who had written on the paper received all the marks he had earned. Each sub-examiner is paid the sum of \$5.00 for each half day spent in the discussion of the examination paper with the chairman, and after that work is completed he is given a definite amount for each answer paper which he reads. The chairman receives a daily salary, as all his time is spent in supervising the reading of the sub-examiners. Under this system each sub-examiner is paid in proportion to the work he completes, and it is found that much more energetic and intensive application is given to the reading of the papers than was given under the old system when he was paid so much per day, irrespective of the work he performed.

TEACHER SUPPLY.

The supply of teachers is increasing rapidly, and school boards that keep their schools in operation during the school year, and are willing to pay an average salary, encounter no serious difficulty in securing trained teachers. A number of school boards still persist in keeping their schools closed during January and February, and then, after the majority of the teachers are located in schools, offer salaries lower than those paid in other districts. These boards find it difficult to secure capable teachers, and after considerable delay in opening their schools they endeavour to place permit teachers in charge at higher salaries than were offered to those holding certificates. This practice works a serious hardship on the children, and it is hoped that it will be discontinued and a qualified teacher be placed in each school at a reasonable salary.

This year 611 teachers were trained at the Provincial Normal Schools, and certificates were granted to 158 teachers who had been trained in the Normal Schools in other provinces, thus making a total of 769 Canadian-trained teachers who are ready for service in Alberta schools.

The Teachers' Bureau organized in connection with the Department of Education has given free service to boards of trustees and teachers, and a large number of teachers have been placed in communication with school boards during 1924. This branch of the



GARNEAU SCHOOL - EDMONTON

service is helpful to both trustees and teachers, and more use is made of its free service each year.

A Reader for Grades VII and VIII entitled "An Introduction to Literature," a book of poetic selections in Literature for Grade IX, and a book of prose selections in Literature for the same grade, were prepared in the Department under the direction of the Minister of Education. Tenders for the publication of these books in Literature were submitted by printing and publishing firms in Alberta and eastern Canada, and the prices being satisfactory the books were manufactured and are now in use in the schools of the Province.

In the new courses of study for elementary and secondary schools the outline of the work to be studied differs materially in some subjects from that contained in the old courses, and new textbooks adapted to our present courses of study are being prepared. Authors have presented manuscripts which have been submitted to specialists who are examining them, with a view of determining whether or not they have all the merits that would entitle them to authorization. It is gratifying to know that a number of the teachers in this Province have submitted manuscripts, as it indicates that they are among the most progressive educators in Canada.

The Summer School for Teachers is continuing to perform excellent service in training men and women for more effective work in the classroom. Some of the teachers in attendance at this school wish to complete their professional work and thus secure a higher grade of certificate, but the majority of them are those who wish to become more proficient in teaching, and are willing to make a sacrifice of time and money in order to become better equipped for their profession. They do not raise the standard of their certificates by passing these examinations, and therefore do not increase their earning power, but they do become more efficient instructors and deserve greater recognition from school boards.

CORRESPONDENCE COURSES.

In the autumn of 1923 the Minister of Education announced that correspondence courses would be given to children living on lands that were not organized into school districts. There was an immediate demand for the proffered assistance, and courses were prepared and the system was well under way early this year. The demand has grown rapidly, and the service has been extended to include students who live in districts where the school is not in operation. The enrolment has reached 350 and includes pupils from all the public school grades. This system has been working very satisfactorily where the parents are capable of assisting their children.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report for the year 1924 covering those phases of the work of your Department for which I am particularly responsible under the Deputy Minister. On June 30th Mr. Van G. Gosnell severed his connection with the Department to accept a position with a commercial firm in Ontario, and I have had charge of this work since that date.

As in former years provision for the education of the deaf and blind children of this Province was made by arranging for their accommodation in different schools outside the Province. The Province, through the Department of Education, still largely bears the cost of the education of these children; parents or guardians are required to supply all necessary clothing and to contribute as much as possible towards the cost of tuition, maintenance and transportation. During the year the sum of \$38,449.97 was expended to take care of the education of these children. In addition to this amount a grant of \$5,000.00 was made to the Canadian National Institute for the Blind. During the year, 41 deaf children from this Province were in attendance at the Manitoba School for the Deaf at Winnipeg. One girl attended the Ontario School for the Deaf at Belleville; 5 children attended the Institute for the Deaf at Montreal and one boy attended the Institute for the Blind (Nazareth) Montreal. Practically all the blind children from this Province are educated at the Ontario School for the Blind, Brantford, and in 1924 there were in attendance at that Institution 15 blind children. Two children from this Province are in attendance at the School for the Deaf and the Blind, Point Grey, B.C. One of these is blind and the other one is both deaf and blind.

This Province pays Manitoba on the basis of the actual per capita cost of the operation of its School plus 22½ of the overhead and administration charges. The total amount for the year was approximately \$3 per day per student. The charges in the other schools are based on the school year and are as follows:

Ontario School for the Deaf.....	\$ 400.00
Institute for the Deaf, Montreal.....	225.00
Ontario School for the Blind.....	400.00
Institute for the Blind (Nazareth) Montreal.....	300.00
School for the Deaf and Blind, Point Grey, B.C. (for one blind student, \$400.00; and one blind and deaf, \$600.00)	1,000.00

Practically all the deaf and blind children in the Province are taken care of at the present time. Due to lack of accommodation the School at Winnipeg will not accept students under eight years of age and in September, when the new term commenced, there was accommodation in that Institution for thirty-seven pupils only from this Province. There was no accommodation available at Belleville. All the blind children, however, were taken care of at the different institutions.

In September I had the pleasure of escorting the deaf children to Winnipeg and visiting the school there. It was only then that I realized what important work the Province was undertaking in providing education for these children. It would be very difficult to find the same number of normal children better behaved or better able to look after their own welfare or take an interest in their school work. The Institute at Winnipeg is admirably suited for the work carried on, and an excellent spirit prevails between the staff of teachers and all the pupils.

The deaf and blind children who went to Ontario were in charge of Mr. W. H. Noble of this Department, assisted by Mrs. J. A. Ross. The charge of the blind children is a particularly heavy one, and for this reason a member of the staff of the school at Brantford comes to Winnipeg each year to meet the students and escorts from Alberta, Saskatchewan and Manitoba. The two students at Point Grey, B.C., were escorted to Edmonton, and again to Vancouver by a member of the staff of that Institution.

In June, when the students are returning to their homes, arrangements are made with the Principals of the different institutions regarding escorts for the children. It is pleasing to be able to report that although a great number of children travel to and from these institutions each year that up to the present there has been no difficulty with the students or complaints from the parents.

ADULT BLIND.

The Canadian National Institute for the Blind receives a grant, as stated above, of \$5,000.00. The work done in Alberta by the Institute is under the particular direction of Miss Leatham, who has headquarters in Vancouver. Within the Province there are two home teachers working for the Institution, Miss A. J. Fisher, Edmonton, in charge of the northern portion of the Province, and Miss R. A. McKellar, Calgary, in charge of the southern portion. The system of home teaching instituted some time ago is still continued. Quarterly reports are received from Miss Leatham giving in detail the work carried on in the Province. The report for the quarter ending March 31st, shows that there were some 273 blind persons registered with the Institution. A number of these receive home teaching, others are merely visited either for the purpose of being given advice, relief, social service or guidance. The others benefit from the work of the Institution through the use of the Library. The report for March 31st shows that in Edmonton District the representative gave 82 home lessons and the Calgary representative

71 home lessons. The report for the quarter ending June 30th shows there were 273 persons enrolled with the Institution with 92 lessons given in the Edmonton District and 74 lessons in the Calgary District. The report for September 30th shows a total registration of 243, with 61 lessons given in the Edmonton District and 64 lessons in the Calgary District. During the quarter the Institute did considerable publicity work by a booth at the Calgary Exhibition, and by having Miss B. M. Gilbert give lectures at the University during the session of the Summer School for Teachers.

SUBNORMALS.

The special assistance given to districts providing classes for sub-normal students was continued in 1924. The total amount of this special grant was \$3,955.14 distributed as follows:

Location	No. of teachers	No. of pupils	Ages	Amount of grant paid
Edmonton	2	27	9-15	\$1,399.64
Calgary	2	45	9-15	1,843.00
Lethbridge	1	19	9-14	712.50
				\$3,955.14

LOANS TO NORMAL STUDENTS.

The policy of making advances to students to enable them to complete a course of normal training was continued. These advances are in the nature of loans, and the Province takes as security notes of the students supplemented by agreements signed by satisfactory guarantors. These agreements provide specifically as to the manner of the repayment of the loans. This policy enables many deserving students to complete their normal training, and since certain restrictions have been placed on the issuing of these loans, only those urgently in need of this assistance are recommended. This policy of restricting the number to whom loans are made has resulted in a decrease in the percentage of the number of students taking these loans, and undoubtedly to the increase of the number of those who make their payments promptly on the due date of the same. The following table gives information regarding these loans for the different sessions of the Normal Schools since the policy was instituted.

1919-20 Class—	
413 Students—215 loans—52%—Total loaned \$54,410.00.	Average loan \$253.00.
1920-21 Class—	
411 Students—181 loans—44%—Total loaned \$61,745.00.	Average loan \$341.00.
1921-22 Class—	
536 Students—332 loans—61.9%—Total loaned \$111,210.00.	Average loan \$335.00.
1922-23 Class—	
984 Students—657 loans—66.7%—Total loaned \$228,437.50.	Average loan \$347.00.
1923-24 Class—	
648 Students—230 loans—34.7%—Total loaned \$77,978.75.	Average loan \$339.00.

1924-25 Class—

637 Students—280 loans—43.9%—Total loaned \$102,390.00.

Average loan \$365.00.

LOANS TO SCHOOL DISTRICTS.

As a result of the abundant grain crop in 1923 the school districts that had loans from the Department were in a position to make payments that materially reduced the amount of these loans as shown in the last report. \$69,460.35 principal and \$31,631.07 interest, or a total of \$101,081.42 was paid during the year. Owing to the same favorable conditions, it was necessary to loan to school districts only \$8,178.98. These figures are very encouraging, when it is considered that school operation in 1924 compared very favorably with former years. The total amount outstanding at December 31st, 1924, was capital \$184,617.54 with interest of \$113,016.32.

BOND ON SCHOOL DISTRICT TREASURERS.

Rural and village districts were bonded through the Department as formerly at a rate of 23c per hundred dollars. In seventeen districts shortages were discovered and adjusted. The amount collected from the bond companies totalled \$3,559.04. A few other cases of shortages were discovered during the year and are being adjusted at the present time.

OFFICIAL AUDITORS.

As was pointed out in the last report the work of the Official Auditors has improved to a great extent. A further improvement is noted in connection with the work of the Official Auditors who audited the books and accounts of the school districts for the year 1924. There were 840 official auditors appointed for the year. This number may appear large in comparison with the number of school districts, but it is necessary for the convenience of school secretary-treasurers to have such officials appointed in a great many parts of the Province where the number of school districts is small.

I have the honour to be, Sir,

Your obedient servant,

M. M. O'BRIEN,

Secretary.

REPORT OF INSPECTOR OF HIGH SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of my inspection work in the secondary schools of the Province during the year 1924.

In the inspection work of the high schools of Edmonton and Calgary, I had the assistance of E. L. Fuller, B.A., Inspector of Schools, Wetaskiwin, F. S. Carr, B.A., Inspector of Schools, Medicine Hat, and A. J. Watson, B.A., formerly Inspector of Schools, Lethbridge. Mr. Fuller is a specialist in English and Modern Languages, Mr. Carr a specialist in Science, and Mr. Watson a specialist in History and Latin. These men, in addition to high scholastic standing in their special field of work, have that broad, basic understanding of high school students that can only be secured through wide experience in the class room. They used very sane and balanced judgment in estimating the work of the teachers, each man being able to discriminate between the big issues and the less important. Their efforts were needed and sincerely appreciated. The schools of Medicine Hat and Lethbridge received one inspection during the year, and all other schools coming under my jurisdiction, with the exception of three, were inspected twice.

There has been considerable comment throughout the Province on the results of the past Departmental Examinations. I feel it to be my duty to give you a fair and frank explanation of the large casualty list of Grade XI students. This year's Grade XI Examination record was not much worse than that of previous years. Our old system of promotion without examinations in certain schools (and this system with respect to Grade VIII pupils is still in force) allowed a great many students to pass from grade to grade without having the required foundation work to satisfactorily attack the work of the next higher grade. A large percentage of the students in these schools who could not be recommended for promotion by the Principal and Staff wrote on the Departmental Examinations and were successful. When these students reached Grade XI they were looked upon as students preparing for entrance to the Normal Schools and to the University. They were suddenly faced, and justly so, with high standards and exacting examination requirements that they could not meet. The above explanation is particularly applicable to the larger centres. Until we place before our students in the Junior grades of the high school and in Grade VIII higher standards to reach we cannot expect much improvement in the Grade XI Examination record. The teaching efficiency of our high schools is by no means improving. This condition is also

reflected in no small degree in this year's examination records. These records show that in schools where capable teachers are retained and where incapable teachers are not retained the percentage of successful students was quite encouraging when compared with the provincial record. I could name at least a dozen two-room or three-room high schools where the examination results were very commendable.

The new Programme of Studies is now in operation in the first and second years, and is meeting with much more favourable criticism than last year, the teachers realizing that it takes at least a year to experiment with and effectively organize the content of a new Course for their classes. They also realize that adjustments will be made where weaknesses are found after the Courses have been thoroughly tested through class room presentation. The new Programme is admirably adapted to the organization in the smaller centres. The difficulties in organization and administration in the city schools which loomed up so large last year are gradually vanishing. A Supplementary Examination in September of each year on all of the twenty-one units of work would solve the problem of organization and administration in the larger centres.

The new Art Course of the second year as organized has many merits and a few defects. It provides a good training in theory for those students who intend entering the teaching profession, and it lays a fairly careful basis for those who are looking forward to an Arts Specialists' Course. If the Course as outlined is satisfactorily covered and the theory with illustrative work bound in book form, this book should serve the student with helpful reference material when he or she is called upon to teach the subject. The Course is an improvement on the old Course in its organization of material and limitation of topics. The Design and Colour Theory as applied to life problems is interesting and useful. The Appreciation of Architecture and Fine Art contains far too much work to be studied thoroughly in such a short time aside from the difficulty of obtaining prints of the different buildings called for. The Picture Study arrangement is good, but provision for this work is too expensive for the average school. The Course does not make very clear just how much the student is expected to know about the very large group of pictures assigned. The elimination of Pen and Ink sketches, I think, is a mistake, as the majority of the students thoroughly enjoyed this part of the work. It is possible to cover the Course in the time allotted, that is, to touch on all the topics outlined, but there is not sufficient time for working out original problems illustrative of the principles learned. Thus the chief value of an Art Course, inspiration for artistic and original ideas, is lost in an attempt to master rules and theory. There is a general complaint among the principals of schools that too much of the home study time is spent on this subject.

The British History Text is very much appreciated by both teachers and students. Its clear and full explanation of the essentials of British History makes it the most valuable text that is placed in the hands of our Grade X students. Its biographies are very

inspirational and its handling of European politics appeals strongly to the average student. The majority of the teachers are finding difficulty in covering the content of the Course this year, but offer no serious criticism, realizing that with greater familiarity with the text and more effective organization of work less difficulty will be experienced next year. I failed to find a teacher in favour of making any changes in the requirements of this Course. In the handling of both Grades IX and X History, the teacher who is progressive in the field of History, and enthusiastic and alive to the responsibilities and possibilities of his or her position in the presentation of this subject, is meeting with very marked success. I look for fewer failures in Grade IX History next year.

With the new Course of Study in operation in Grades IX and X, it was expected that the students would be given more practice in the writing of English. An examination of the work accomplished in these two grades shows that there has not been any material increase in the amount of formal written work demanded of these classes. If Composition is to rank with the other compulsory units of work of the first two years, more time should be allotted on the daily time-table for the teaching of this subject and for the supervision of practice work. The Departmental Examination requirements should demand this.

The introduction of the new Course has rejuvenated the study of the Language subjects. There is a very marked increase in the number of students selecting the Language options. In the majority of schools the aim and purpose of the new Course have been fully realized. The introduction of a full unit of work in French in Grade IX, with one period per day devoted to the subject, is proving very satisfactory. This method is much to be preferred to that of having students carry half units of both French and Latin during the first year.

There has been some improvement over that of last year in the handling of the General Science Course. There still exists a very strong demand for a helpful Science Manual or a new text for the student which is more closely related to the content of the Course. In the larger centres where the responsibility for the teaching of this subject can be placed on a teacher specially qualified for this work and with a well equipped laboratory at his disposal, very satisfactory results are being attained. The Course provided by the Educational Bureau of the Alberta Teachers' Alliance is proving of some considerable assistance in the smaller centres. In the larger centres there does not appear to be much enthusiasm towards making provision for the teaching of the two units of work outlined in Agriculture. In the majority of the smaller centres this subject is not selected on account of a helpful text book for the student not being provided. It is a matter of much regret that a subject of such importance should be received with so little enthusiasm. I am pleased to hear that your Department is preparing an Agricultural Manual for the direction of teachers in the experimental work of this subject. An effort should be made to secure a suitable text for the students' use. If Agriculture is not taught in the second or

third year, and Biology is not selected as one of the optional subjects of the fourth year, the students graduating from our high schools will leave with little, if any, knowledge of Biology in any form. The first unit of work in Physics will be handled more successfully next year. At the beginning of this school year many of the teachers failed to interpret the requirements and limits of the Course. A helpful memorandum directing the teachers as to the definite work to be covered was prepared during the year and sent to all schools making provision for high school work. This assistance has been fully appreciated by the teachers.

The units of work in the Mathematical subjects are not giving very serious difficulty. In many of the schools the second unit of either Algebra or Geometry is reserved for the third year, thus giving the students an opportunity to emphasize the Language and Science work of the second year.

During the year conferences were held with the School Boards in the majority of the towns and cities visited. The great problem facing these Boards is a financial one. Many schools are struggling for existence on account of the financial situation. I was much pleased to note the spirit of optimism in these districts and the interest shown by the trustees in devising means to give their students the best type of secondary education. I found in these districts a more generous and intelligent attitude to secondary education than in the more wealthy districts. In this respect the School Boards of Youngstown and Chinook have shown remarkable interest and courage under existing conditions.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of High Schools.

REPORT OF SUPERVISOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Supervisor of Schools for the year 1924.

TEACHER TRAINING.

Attendance at the Normal Schools for the academic year 1924-25 continued at about the same figure as in the preceding year, the total as of December 1st being 611. This enrollment is classified as follows: Special Class, 52; First Class, 160; Second Class, 399. In addition twenty-six students are enrolled in the Class for University graduates. These will begin work on January 5th, 1925. This latter number represents a considerable increase over last year when but eight graduates presented themselves. While this is a considerable increase it is still considerably below the numbers trained in 1922 and 1923. This is the more remarkable from the fact that the demand for well trained high school teachers is increasing from year to year.

During the year the regulations governing the length of the training course were altered in the following ways: the opening date was postponed until September 23rd and as a consequence the closing set forward until early in June. This change makes it possible to get the results of the September supplementals before Normal opens. Students who may have failed on one subject during the regular examinations in June are thus enabled to make up the deficiency and proceed with their work without interruption. From year to year fewer schools defer their opening until May, and as a consequence the demand for teachers at that time is steadily decreasing. Under the new plan teachers will look forward to beginning their actual teaching with the opening of the fall term, as is the usual practice in the eastern provinces.

Full reports of the work of the Normal Schools have been furnished by the Principals and are attached hereto.

READING COURSES FOR TEACHERS.

Reading courses required of all teachers before receiving permanent certificates for Alberta were continued as in former years. The number meeting this requirement was the largest in our history. Eight hundred and thirty teachers notified the Department of their intention to submit papers on one, two or three books, according as they were the holders of Second Class, First Class or Academic

certificates. Nine hundred and eighty-eight papers were actually received. Of these nine hundred and fifty-seven were of sufficiently high quality to merit a pass mark. The others will have to be re-written at a later date.

SUMMER SCHOOL FOR TEACHERS.

The twelfth session of the Summer School for Teachers was held at the University of Alberta from July 2nd to August 5th inclusive, with an attendance of 331 teachers in the courses put on under the direction of the Department of Education. The following is a statement of the number receiving credit in each of the courses offered:

Science—

Agriculture I.....	4
H. S. Agriculture.....	9
Elementary Science I.....	20
Rural Elementary Science.....	14
General Science.....	21
Geography.....	25

Art—

Industrial Art Methods I.....	36
Industrial Art Methods II.....	17
Rural Industrial Art Methods.....	12
High School Art Methods.....	15
Drawing and Painting I.....	20
Art Appreciation.....	16

Primary Work—

Curriculum and Organization.....	19
Child Psychology I.....	36
Child Psychology II.....	15
Rhythmical Games.....	33
Primary English I.....	53
Primary English II.....	21
Primary Music.....	14

Physical Training—

Organized Play.....	10
Physical Training—Grade B.....	7
Physical Training—Advanced.....	20
Hygiene.....	13
First Aid.....	15
Folk-dancing I.....	16

Music—

Music Methods I.....	17
Music Theory I.....	5
Chorus Practice.....	29
Ear-training and Sight-singing I.....	26

Academic Certificate—

History of Education.....	17
Psychology of Adolescence.....	16
Principles of Secondary Education.....	14

First Class Certificate—

Educational Psychology.....	29
Educational Administration.....	29
Educational Problems.....	27

Additional Courses—

Writing	22
Normal School Mathematics.....	9
Household Art I.....	4

In addition to the above mentioned courses there were nine classes in Grade XI subjects with an average enrollment of 17. No final examinations in these subjects were held during the session, but the completion of this work during the summer enabled many of the teachers to write off their conditioned subjects when the regular Departmental examinations were held in September.

The Students' Union was a very active organization during the entire session. The social activities included a Garden Party on the University Campus, Picnic at Seba Beach, Masquerade Party, Theatre Party, and Reception to the Staff. The committee in charge of athletics had a very complete programme of events to carry through, and with the great variety of sports offered every one had an opportunity of participating in the physical activities of the school.



CADET PHYSICAL TRAINING TEAM, HAULTAIN PUBLIC SCHOOL,
CALGARY.

Winners of the Taunweiser Provincial Shield, 1924.

As in other years a number of the students assisted in providing entertainment in the Red Cross Hut at the Hospital and these concerts were much appreciated by the large number of Returned Men who are still under treatment at this hospital.

Miss Gilbert, of the Canadian National Institute for the Blind, was a visitor to the Summer School this year and her addresses dealing with the Sight-saving of Children were thoroughly enjoyed by both staff and students. Miss Gilbert's illustrated lecture dealt more particularly with her work in the Orde Street School, Toronto.

PROGRAMMES OF STUDY.

Elementary Schools.

The programme of studies for the elementary school was completely revised during the summer in accordance with suggestions received from time to time during the preceding two years. It was re-issued in two volumes and will be used in its present form for the next three years. It is interesting to note that similar revisions have recently been completed in Ontario and New Brunswick, and are either now going on or are in contemplation in Manitoba, Saskatchewan and British Columbia.

Secondary Schools.

First year courses of the new programme were authorized for the academic year 1923-24. They were well received by both pupils and teachers, and the results as revealed by the examination tests were quite satisfactory. The new course is based on the so-called "unit system" which implies promotion by subject. This necessitated a Departmental test in each subject. In spite of all objections which have been urged against examinations no scheme for measuring achievement has been found comparable to them so far as Alberta is concerned.

The second year courses are now in use and with one or two exceptions appear to be well suited to the grade. Weaknesses which may appear during the year will be eliminated before the course is re-issued. In September, 1925, the revised courses will be in use throughout the High School grades.

TEXT BOOKS.

It has been the policy of the Department to introduce the new texts made necessary by the revised courses of study very gradually, for two reasons: (1) that the minimum confusion should result from the changes, and (2) that when a text was finally recommended there would be no doubt as to its being the best thing available. For the elementary grades "Learning to Speak and Write" has been authorized as the text in Composition in Grades V-VIII. "Introduction to Literature"—a new Reader for Grades VII and VIII—was prepared in the Department and authorized for use during the current school year.

Manuscripts in Geography, History, Civics, Physiology and Hygiene, and Industrial Art have been submitted to the Department.

In every case competitive manuscripts were submitted by Alberta authors. It is probable that new texts in all these subjects will be available during the next eighteen months.

The following new texts were introduced in the high schools: "A History of Great Britain" (Mowat); "Senior Algebra" (Crawford); "Plane Trigonometry" (Conant); "English Political Institutions" (Marriot); "A First Book in Chemistry" (Bradbury).

CORRESPONDENCE COURSES.

In the fall of 1923 it was deemed advisable to provide instruction by correspondence in the work of the public school grades for a large number of children who, either on account of their being located in unorganized territory or in districts in which the schools operate for only a part of the year, were without school facilities.

If one may judge by the growth of this work during the year 1924 and by the evidence of gratitude on the part of the majority of the parents, it would appear that the opportunity thus afforded these children of acquiring even the rudiments of an education is being appreciated.

The Department is careful to impress upon the parents that this privilege is not intended to supersede attendance at school where such is possible, and that the Correspondence Course is at the best only a makeshift to relieve an apparently pressing situation.

About three hundred and fifty pupils are enrolled, of whom about seventy-five are in Grade I, while thirty-five are in Grade VIII, the remaining two hundred and forty being almost evenly distributed over Grades II, III, IV, V, VI and VII.

Fairly good work is being done by the large percentage of the pupils who submit the completed lessons regularly to the Department for correction and criticism, and the most enthusiastic students are those in the higher grades, particularly in Grade VIII, many of whom expect to return to their schools when these reopen in March or April, with a view to writing on the Departmental Examinations in June. It is not the aim, however, of the Correspondence Course to prepare students for examination, but it is felt that the help which any students receive during the period of the non-operation of the schools may be of value in keeping them in touch with the work.

TEACHERS' CONVENTIONS.

The Alberta Educational Association held its annual meeting in Calgary during Easter week. President Suzzallo of the University of Washington was the visiting speaker. His addresses contained the finest of educational philosophy and were inspirational in the extreme. This is President Suzzallo's second visit to the Association, and he was appreciated on this occasion even more than on his former visit. District conventions were held as usual during the fall term and much good work accomplished.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Supervisor of Schools.

REPORT OF REGISTRAR

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report of the Registrar's Branch of the Department of Education for the year 1924.

EXAMINATIONS.

The Annual Departmental Examinations for Public School Leaving and High School grades were held from June 18th to June 27th, 1924. Written tests were provided for Grades VIII, IX, X, XI and XII and Commercial subjects. The number of examination centres provided for all candidates was one thousand, seven hundred and thirteen. Candidates for Grades VIII, IX and X standing were allowed to write at their own schools. One hundred and twenty-eight centres were provided for candidates writing on the Grade XI and Grade XII examinations.

In addition to the regular Departmental Examinations held in June, special examinations were held in May and September, which were limited to candidates applying for Matriculation, Grade XI and Grade XII standing. Two centres were provided for the May Examinations and twenty-six for the September Examinations. The total number of candidates of all grades was sixteen thousand, two hundred and forty-seven. Of this number fifteen thousand and ten candidates wrote in June, two hundred and forty-three in May and nine hundred and ninety-four in September.

The standard for promotion in Grade VIII was fifty per cent. of the total number of marks and not less than thirty-four per cent. on each paper, while in the High School grades the standard was fifty per cent. of the total number of marks and not less than forty per cent. on each paper. Candidates writing a partial examination, or those who failed on the full examination, were granted credit on each subject on which fifty per cent. or more was obtained.

Students in Grade VIII to the number of one thousand and ninety, and students in Grade X to the number of eight hundred and thirty-six were promoted by the principal of the school under the special regulations under which this privilege was granted in certain schools. All other candidates were obliged to write on the Departmental Examinations, including those in Grade IX who had formerly been promoted on the recommendation of the teacher or principal of the school.

During the year 1923 the revised Course of Studies was intro-

duced into Grade IX and during 1924 the revised Course was introduced into Grade X. Under the present regulations students in these two grades are required to secure fifty per cent. in each subject in order to be granted credit. Six units of work are considered a minimum requirement for Grade IX, or First Year High School, and seven units for Grade X or Second Year High School, and students are permitted the choice of certain options in the subjects selected. It is anticipated that the new Course will be introduced into Grade XI and Grade XII during the year 1925-26, in which case a student may obtain Matriculation to the University of Alberta or Entrance to Normal School on the basis of twenty-one units of work selected according to the requirements of the revised Course.

The subjoined table will indicate in detail the number of candidates in each grade and the number of successes and failures. It also indicates the number of diplomas issued to successful candidates.

ACADEMIC EXAMINATIONS, 1924.

GRADE.	No. of candidates.	No. of successful candidates.	No. grant- ed con- ditioned standing.
Grade VIII.....	5,626	3,958	...
Grade IX.....	3,932	1,828	...
Grade X.....	1,837	877	...
Grade XI.....	1,683	534	316
Grade XII.....	513	180	97
Commercial (First Year).....	185	126	...
Commercial (Second Year).....	69	33	11
Commercial (Shorthand).....	67	38	15
Commercial (Bookkeeping).....	9	6	2
Partial Students.....	1,089	...	...
Total—June.....			15,010
May—Matriculants			150
Special Cases.....			93
			243
September—Matriculants			112
Special Cases (XI).....			599
Special Cases (XII).....			283
			994
			16,247
Students granted standing upon recommendation of principals:			
Grade VIII (See Sections 6 and 7 of Grade VIII Regulations)...			1,790
Grade X (See Section 11 of High School Regulations).....			836
			2,626

EXAMINATION CENTRES.

May	2
June—Total	1,713
Grades XI and XII.....	128
September	28
	1,741

DIPLOMAS ISSUED.

Grade VIII	5,519
Grade X	1,220
Grade XI	805
Grade XII	277
Senior Commercial	34
Commercial (Shorthand)	44
Commercial (Bookkeeping)	8
	7,907
Statement of marks for successful First Year (Grade IX) Candidates	1,828

TEACHER SUPPLY.

The supply of trained teachers has been gradually increasing during the past few years, and was practically equal to the demand during the year 1924. Over six hundred students received certificates from the two Normal Schools located at Calgary and Camrose, and in addition a number of teachers from other provinces were granted standing in Alberta. On account of the ample supply of teachers the number of permits issued was considerably lower than in the previous year, but it is still found that in certain portions of the province there is a continued demand on the part of local school boards that they be permitted to employ resident teachers who may be able to render satisfactory service in the district whether or not such teachers are eligible for certificates under the regulations of the Department of Education. It is anticipated that the number of such teachers employed will continue to decrease as the supply of trained teachers increases.

The average salary being paid in Alberta is about \$1,000 per annum in rural schools, although it is pleasing to note that many school boards still offer \$1,200.00 to experienced teachers. The Department of Education continues to assist teachers and school boards through the Bureau, which serves as a means of disseminating information to school boards requiring teachers and to teachers seeking positions. One pleasing feature in connection with the increased supply of trained teachers is the fact that more schools are operated during the winter months than was formerly the case, and those schools which in former years closed until the first of April or May may now be induced to commence operating from one to two months earlier than has been the custom in the past. This means that the children in these districts are enabled to attend more regularly, and do not suffer the disadvantage of the short-term or summer school, which was formerly so common in this province.

The appended statement of certificates issued indicates the number granted to teachers who secured their training in Alberta, and also to those who came to this province from elsewhere.

I have the honour to be, Sir,

Your obedient servant.

H. J. SPICER,
Registrar.

PROVINCIAL CERTIFICATES GRANTED

	Alberta.	Other Provinces.	British Isles.	Total.	Grand Total.
(a) Interim Certificates.					
Academic Class to Alberta Teachers.....	18	...	...	18	
Academic Class to Teachers from Saskatchewan.....	...	2	...	...	
Academic Class to Teachers from Manitoba.....	...	2	...	...	
Academic Class to Teachers from Ontario.....	...	1	...	7	
Academic Class to Teachers from Nova Scotia.....	...	2	...	...	
Academic Class to Teachers from England.....	...	...	1	...	
Academic Class to Teachers from Scotland.....	...	...	1	2	27
First Class to Alberta Teachers.....	207	...	...	207	
First Class to Teachers from British Columbia.....	...	9	...	...	
First Class to Teachers from Saskatchewan.....	...	6	...	...	
First Class to Teachers from Ontario.....	...	5	...	...	
First Class to Teachers from New Brunswick.....	...	1	...	...	
First Class to Teachers from Nova Scotia.....	...	7	...	28	235
Second Class to Alberta Teachers.....	520	...	...	520	
Second Class to Teachers from British Columbia.....	...	59	...	...	
Second Class to Teachers from Saskatchewan.....	...	24	...	...	
Second Class to Teachers from Manitoba.....	...	5	...	...	
Second Class to Teachers from Ontario.....	...	20	...	...	
Second Class to Teachers from Quebec.....	...	1	...	...	
Second Class to Teachers from New Brunswick.....	...	8	...	...	
Second Class to Teachers from Nova Scotia.....	...	10	...	127	
Second Class to Teachers from England.....	...	...	18	...	
Second Class to Teachers from Ireland.....	...	...	1	...	
Second Class to Teachers from Scotland.....	...	...	1	20	
Second Class to Teachers from New Zealand.....	...	...	...	2	669

PROVINCIAL CERTIFICATES GRANTED—(Continued)

	Alberta.	Other Provinces.	British Isles.	Total.	Grand Total.
Third Class to Alberta Teachers.....	78	...	...	78	
Third Class to Teachers from British Columbia.....	...	3	...		
Third Class to Teachers from Saskatchewan.....	...	7	...		
Third Class to Teachers from Manitoba.....	...	5	...		
Third Class to Teachers from Ontario.....	...	1	...	17	
Third Class to Teachers from Quebec.....	...	1	...	4	
Third Class to Teachers from England.....	...	...	4	5	104
Third Class to Teachers from United States.....	...	...	...		
(b) Professional Certificates.					
Academic Class to Alberta Teachers.....	15	...	...	15	
First Class to Alberta Teachers.....					
	127	...	...	127	
Second Class to Alberta Teachers.....					
Second Class to Teachers from Saskatchewan.....	300	...	...	300	301
	...	1	...	1	
(c) Provisional Certificates.					
Provisional Certificates (Permits).....	185	...	...		

REPORT OF PROVINCIAL NORMAL SCHOOL, CALGARY

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the nineteenth Annual Report of the Provincial Normal School, Calgary, for the year 1924.

The second semester of the session of 1923-24 opened on January 3rd, with 376 students in attendance, including two who returned to complete a previous course interrupted by illness. Of this number, ten withdrew before the close of the session, seven on account of ill-health, and three for other reasons. One of the seven, Miss Doris Peacock of Calgary, a young woman of good promise and a leader in girls' athletics, died on May 12th after several weeks' illness.

The following tables give the usual statistics of the enrolment:

ATTENDANCE TABLE, 1924.

	First Class			Second Class			Short Course			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term, 1923-24.....	51	74	125	49	202	251	..	..	..	100	276	376
First Term, 1924-25.....	40	52	92	61	151	212	20	33	53	121	236	357
Totals.....	91	126	217	110	353	463	20	33	53	221	512	733

AGE AND PREVIOUS EXPERIENCE IN TEACHING.

	First Class				Second Class				Short Course		
	Aver. Age	Less than 4 mos. exper.	4 mos. or more exper.	No exper.	Aver. Age	Less than 4 mos. exper.	4 mos. or more exper.	No exper.	Aver. Age	Less than 4 mos. exper.	4 mos. or more exper.
1923-24	18.9	1	9	115	18.4	3	21	227	..	..	..
1924-25	18	..	1	91	18.6	2	13	197	25.4	4	49

ACADEMIC STANDING AND ADMISSION, SESSION 1924-25.

	Graduates.	Under-graduates.	Grade XII.	Grade XI.	Totals.
Alberta	...	6	93	219	318
British Columbia.	...	1	...	2	3
Ireland	...	...	...	1	1
Manitoba	1	...	...	2	3
New Brunswick... ..	...	1	...	...	1
Nova Scotia.....	...	1	...	9	10
Ontario	...	2	1	6	9
Pr. Edward Island	...	...	...	3	3
Quebec	...	...	...	2	2
Saskatchewan	...	...	...	3	3
United States.....	...	1	...	3	4
Totals.....	1	12	94	250	357

TABLE SHOWING CERTIFICATES OBTAINED, 1923-24.

(Including one former student who repeated the practice work)

	First Class Interim	Second Class Interim	Third Class	Failures	Withdrew
Regular Course 1923-24.....	111	194	43	19	10
Short Course 1924.....	7	39	5	...	2
Totals.....	118	233	48	19	12

Of the general characteristics of this student body, their merits and their shortcomings, sufficient mention was made in last year's report. The casualties of the session were heavy, and, in addition to these, there is no doubt that quite a number relinquished their purpose of teaching through a failure to secure positions at the close of the session. It is difficult to find out just how great the "wastage" is, as we have no convenient means of following up the fortunes of our students. If there were opportunity to examine a Departmental roll of the whole teaching force of the Province, on, say, September 1st of each year, interesting information might be obtained in regard to the percentage of each year's local output actually at work in the schools.

As in the preceding year, Temporary Certificates were issued to all who qualified in Practice Teaching and gave fair promise of passing in a sufficient number of subjects. On the basis of the Practice Teaching alone, 115 were graded A, 213 B, and 19 C, the last meaning failure in this part of the course. Honours were rarer than in the previous year, only 8 being so recommended, a fact

which bears a significant relation to the general immaturity of the student body.

Practice Teaching was resumed on March 2nd, and continued until April 17th, with the interruption of the Easter holidays, and, also, unfortunately, of one week, March 6th-13th, on account of the threatened outbreak of smallpox. At this time all the students requiring vaccination received this treatment. Apprentice Teaching, two days per student, was carried on in the city Practice Schools from January 14th to February 14th, and in the rural schools throughout the term. Even thus, it was impossible to give all an opportunity to visit our rural schools, even of those who were without rural experience. We look forward to the inclusion of at least one or two additional two-room suburban schools in our scheme of training. It is not feasible at present to secure additional rural schools conveniently near. This rural apprentice work, however, is of the greatest value, students are eager to participate in it, and th reports on their work in these schools are uniformly good.

Besides the crowded academic work of the course, the last four months of the 1923-24 session included basketball finals, inter-Normal contests, and an ambitious musical undertaking, the operetta, "The King of Sherwood," under the direction of Mme. Ellis-Browne. In the men's City Basketball League, our team lost by a margin of four points to the Y.M.C.A., although they won the last game of the semi-finals.

The annual visit of Camrose Normal teams took place on February 8th-9th. As usual, honours were divided, Camrose winning the debate and the hockey, Calgary the basketball. The return contests at Calgary on February 22nd-23rd had similar results. While it is a great pleasure for the schools to fraternize in this way, it is doubtful if these long and expensive trips can be maintained.

The session of 1924-25 was marked by an important departure from the long prevailing custom of opening in August. This year the Provincial Normal Schools opened on September 23rd, so that we can look forward to a June closing, thus precluding the anxiety of the scramble for spring positions. This change provides, too, for harvest operations, gives a longer period of recovery from Departmental Examinations, as well as, for the Staffs, from Summer School fag, and allows time for supplementals. A disadvantage is the shortening of the Special Course, not to speak of the omission of our "getting acquainted" picnic at Bowness Park.

The students registered for 1924-25 were grouped into classes as follows: I(A), 52 women; I(B), 40 men; II(A), 37 women; II(B), 38 women; II(C), 37 women; II(D), 39 women; II(E), 31 men; II(F), 30 men; Short Course (Sept.-Dec.), 32 women, 20 men; total, First Class, 92; Second Class, 212; Short Course, 52. One lady student was added to the Short Course December 1st. Up to the end of December only 5 students had dropped out.

The stiffening up of the requirements for admission, in the rejection of conditioned applicants, has been amply justified. Without emphasizing invidious comparisons, it is only fair to say that

the enrollment for 1924-25 bears the marks of a more rigidly selected group. Although very nearly uniform in their inexperience, even of "permit" service, their academic preparation is sounder, and the greater seriousness of their efforts gives more than a suggestion that conditions in high school finals are not mere accidents. It is to be hoped that nothing will occur to compel any relaxing in entrance requirements. For it is a commonplace, or ought to be, that instruction in "methods" without knowledge of subject-matter is mastication without food and can never result in sturdy stature.

The "Special Class," so-called, that is, the Short Course for holders of temporary certificates, opening with the regular session, was, as implied above, limited to a bare three months. Of the 53 enrollments in this class, 25 had failed in previous Normal courses in Alberta, including 11 of the Edmonton Normal, 6 of Camrose, and 8 of Calgary; 3 had been obliged through illness to discontinue previous courses, 1 at Edmonton in 1922-23, and 2 at Calgary in 1913 and 1923-24; one had taken the twelve-weeks course at Edmonton in 1920, and the remainder, 24, reported short Normal or Model School course in other provinces, 1 in British Columbia, 3 in Saskatchewan, 3 in Manitoba, 5 in Ontario, 2 in Quebec, 5 in Nova Scotia, 3 in Prince Edward Island. Two had United States standing. Five were qualified academically for First Class, forty-eight for Second. The average teaching experience of this class was four years, ranging from two months to twenty months. The final recommendations were as follows: 7 for First Interim, 39 for Second Interim, and 5 for Third Class. Of the eight former Calgary students, three had been in attendance the preceding year, so that their "try out" was very brief. From the Normal School standpoint, the practice of returning in the session immediately succeeding is not to be recommended.

A three-months course for a class of fifty or more is bound to be a pretty thin affair, especially when their past experiences are so diverse. To require such a class to line up for examination in the full round of Normal School subjects, is putting a heavy strain on the assimilative powers; consequently, a rigid selection of minimum essentials in each subject was necessary, and credit granted for passes made in previous courses in Alberta. I would recommend that, in future, all teachers called in from their schools for this three-months course be required to pass an initial test in the Course of Study and in the School Ordinance, admission to be denied to those who should fail to pass. This would probably involve attendance at the outset, but teachers of experience should be prepared to take the risk.

The number of students of 1924-25 in receipt of loans was 128, most of whom applied for the full amount, \$400.00. The issue of these loans was very much delayed, in several cases, until the applicants could measure up to requirements in their work. As a rule, those who were below pass standing in three subjects or more were not recommended until marked improvement was shown. Staff meetings are held weekly to pass on these cases, and it is hardly

necessary to say that this increases the work of the staff by no small amount.

The Normal School and the Institute of Technology continue their joint occupation of our spacious building quite harmoniously. A joint Control Board, presided over by the Instructor in Physical Training, regulates the use of common properties, such as the gymnasium and the rink, and serves as an intermediary in inter-school relations generally. There has been happily little occasion for the exercise of extreme powers granted to the Board. Some slight inconveniences occur; but, on the whole, the students of both schools are to be commended for their give-and-take, and their ready adherence to regulations. When the Provincial exchequer permits of some improvement of the grounds, it is to be hoped that we may have a greater number of inter-class and inter-school outdoor contests. Tennis courts are needed; also a football field and a baseball diamond. An enclosed athletic ground, with bleachers, might help the several student bodies to finance in a small way, through gate receipts, some of their school enterprises.

One change is to be reported in the Normal School Staff. On November 13th Miss Annie Shaw, who has been Librarian since August, 1915, was obliged to resign on account of ill-health, and was succeeded by Miss Isabella Currie, Librarian at the Camrose Normal School. Miss Currie began her work here December 1st. In the Practice School, Miss Cora Robertson of Grade VI resigned at midsummer in order to spend a year in the overseas exchange service, and was succeeded by Miss Jean Ramsey of the Mount Royal School, Calgary; Mr. W. S. Fuller, of Grade VIII, Hillhurst School, and Miss Jessie Ballantyne, B.A., of Grade VII, Hillhurst, were succeeded, respectively, by Harold E. Panabaker, a graduate of the Edmonton Normal School, and Miss L. M. Decker of the Earl Grey School, Calgary. At the opening of the school term in September, Miss A. E. McKelvey of Grade IV, Hillhurst, was obliged to ask for leave of absence. Her room was taken by Miss Decker, and to the staff was added Miss E. Winfield, of Mount Royal School, Calgary, who took Miss Decker's former class. All these Critic Teachers have given most faithful service, showing a remarkable sense of responsibility for the welfare of student-teachers; in a few cases the sources for subject-matter in some of the subjects in the higher grades have not yet been sufficiently compassed, with consequent narrowness in presentation of lessons; another year of the present curriculum should give all ample opportunity to cure this defect. Unfortunately, the Normal School Staff find it impossible to take much part in criticism of practice teaching, or even to supervise adequately the work of these grades. The best we can do, with our present heavy attendance, is to keep in touch with the work of the Practice Schools by occasional conference. There is need, and I would definitely recommend the appointment, of an additional instructor, whose major duties should be the supervision of student teaching and the correlation of principles and practice.

The physical education of our teachers is not yet receiving the attention it demands. While the Medical Examiner's report was a

little more satisfactory than that of the previous year, in fact, comparatively satisfactory, physical education is still an incidental, and we are indebted to outsiders for occasional assistance. Recommendations have been repeatedly made, in these reports and elsewhere, that instruction in physiology and hygiene, demonstrations in First Aid, physical training exercises, and direction of sports and games, be co-ordinated into an organized unit of the curriculum. The percentage of students and teachers who know how to take systematic exercise is too small.

The Household Science Department has provided hot lunches for Practice School pupils daily, the number so served running as high, in bad weather, as one hundred or more. The preparation and direction of these lunch periods is in the hands of lady students, chosen by Miss Goldie from the several classes in turn. Usually soup, cocoa or milk is supplied at cost. In addition to this, a few cases of malnutrition are looked after in the Cafeteria at the expense of the School Board.

A word of appreciation is due Mr. Milton, the caretaker, and his staff of janitors, for the unfailing efficiency and generosity of their service. Conflict is often heard of in large schools between teaching force and janitors; with us, this is practically unknown.

Outside service of the staff during the session was limited to such participation in local conventions or grade meetings as did not involve out-of-town trips or interference with their own classes. No requests from conventions at other centres than Calgary could be complied with. During the summer Messrs. Hutton, Scott, Stickle and McKerricher and Miss Fisher were on the Summer School Staff; Mme. Ellis-Browne was Music Instructor at the Summer School, Victoria, B.A., and Miss Dickie and Miss Goldie were out of the province. On November 21st-22nd, the Principal and Mr. Stickle attended a Departmental Conference at Edmonton on the subject of the Normal training of University Graduates.

The following addresses by outsiders were given at student meetings: A. M. Anderson, Optometrist, on "Structure and Function of the Eye," February 27th; J. W. Verge, Riverside Public School, Calgary, on "The Alberta Teachers' Alliance," April 4th; Miss Girling, Public Health Nurse, April 24th-25th; A. Mitchell, Canadian Forestry Association, April 25th and October 9th; Wallace Forgie, Boys' Work Secretary, October 6th; J. S. Woodsworth, M.P., Winnipeg, on "Canadian Citizenship," October 30th; Dr. Seerley, Springfield, Mass., November 13th; J. T. Shaw, M.P., Calgary, November 14th; Vladimir Rosing, Russian tenor, November 26th; D. E. Cameron, Librarian, University of Alberta, November 21st. On December 4th, the Department of Extension, University of Alberta, presented the educational film, "The Vicar of Wakefield," which was much enjoyed by all the students.

I wish to close this report by calling attention once more to the December supplemental examinations. Ninety-two candidates in all wrote: Grammar 18, Composition 17, Literature 16, Music 16, School Management 14, Penmanship 12, Mathematics 11, Primary Methods

10, Spelling 10, Industrial Arts 10, Hygiene 9, History 5, Nature Study 4, Agriculture 4, Geography 4, Psychology 2, History of Education 2, Household Economics 2, and Bird Test 1. These results are still unsatisfactory, and point to a twofold need: first, correspondence work for these teachers in the subjects on which they wish to write; and second, an increase in the fee so that the extra service might be paid for and the preparation be made more thoroughly. Evidently some of these candidates think that several failures will be equivalent to one success; many of them, no doubt, are too busy to make adequate preparation; but repeated failure, even after a summer holiday, suggests that Normal School text-books and notes are not treasured very carefully. The work was this year quite definitely prescribed in each subject, and it is difficult to see why so many failures should occur. Normal School graduates thus conditioned should be given a limited time to qualify, after which their certificates should lapse, to make way for their successors who have succeeded in attaining full qualifications.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF PROVINCIAL NORMAL SCHOOL CAMROSE

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Camrose Normal School for the year 1924.

The statistics in connection with the enrolment are as follows:

ATTENDANCE.

		Graduates	First Class	Second Class	Totals
Second Term 1923-24	Men....	4	11	38	53
	Women.	5	41	141	187
		9	52	179	240
First Term 1924-25	Men....	..	25	59	84
	Women.	..	41	122	163
		..	66	181	247

AGE.

		First Class				Second Class			
		Under 17	17	Over 17	Average	Under 17	17	Over 17	Average
1923-24	Men....	3	2	6	18	1	9	28	20
	Women.	1	7	33	18.3	18	47	76	16
1924-25	Men....	..	5	20	18.8	1	9	49	18.8
	Women.	3	14	24	18	13	35	74	18.1

The First Class of 1923-24 was of such a number as to be too small to justify division into two groups and yet too large for convenient handling in one group, as our class-room accommodation did not have seating capacity for that number.

It is interesting to note that the average age of those in the First Class is lower than the average age of the Second Class students. Many of them had taken less than the standard time to complete

their public school work, and it is a question whether those brighter pupils who are able to do this and who happen to be boys should be penalized for their brightness by not being able to attend Normal School in some cases for a year after they have completed Grade XII, as may happen under the close adherence to the present regulations. In general the age limit is not too high, but we all realize that the chronological age is not necessarily the true measure of maturity of mentality or development of personality. In many cases there is no opportunity for such boys to do anything in the year following their Grade XII.

In January, 1924, the student body was increased by the coming of the Graduate Class. This Class, while small in numbers, represented a variety of educational institutions—Dublin, Glasgow, Queen's, Toronto and Alberta. The members of this Class took an active part in all the school activities and their influence was of decided value. Mr. W. Walshe, M.A., of Dublin University, was compelled on account of his health to withdraw early in the term. I regret to state that his health did not improve and that he died in Banff hospital later in the year. Mr. Walshe was a man of very wide experience and very wide reading, so much so that he was soon recognized as an authority in matters of History, Literature and Classical Education. Mr. J. I. Simpson, M.A., of Glasgow, who after his graduation spent the entire term of the war in the British Army, was offered, and by permission of the Department accepted just before the close of the term, a position in the University School at Victoria, where he is still doing very acceptable work. I hope that Mr. Simpson will return to some Alberta school as his training, ability and experience will render him a decided acquisition to the profession in Alberta. The other members of the class secured position in Alberta schools and have been doing quite satisfactory work.

In connection with the practice teaching work of this class, six lessons each were taught in Grades IX, X or XI, in the High School, and in this connection I wish to express our appreciation of the helpful services rendered by the High School staff.

The First Class students each had two lessons to teach in Grades IX or X in the High School. This should prove of some assistance to them in their own schools as many of them will have some high school work to handle.

Of the students eight graduates were recommended for Interim Academic certificates without conditions in any subject, one receiving "Honours." In the First Class, 30 passed without conditions, 21 passed with conditioned subjects, and one student was recommended for a Third Class certificate. In the Second Class, five passed with "Honours", 100 passed without conditions, 67 were conditioned, three received Third Class certificates, and two failed.

The new class of 1924-25 entered Normal on September 23rd, and the numbers were such that we have two divisions of the First Class, and two divisions of men and three of women in the Second Class.

Much to the regret of the staff, Mr. Scott was compelled by illness to ask for leave of absence and retired from duty at midsummer. We all hope that, while his illness appears to be quite serious and lingering, Mr. Scott will be restored to full measure of health and strength and be able to return to his work, as his experience in the field, sound judgment and judicial disposition rendered him a valuable member of the staff. Mr. Scott never recovered from this illness, and died February 16th, 1925. Mr. Scott's place was taken by Miss E. K. Johnston, who was formerly a member of the staff. A re-



WALTER SCOTT, B.A.; B. PAED.

arrangement of the subjects took place by which Miss Johnston took charge of the Music, the Industrial Arts and the Writing, Mr. Manning taking over the History and School Management, and Mr. Sansom the History of Education. Miss Johnston's musical ability and her experience in actual class-room practice renders her a valuable member of any Normal School staff, and we were very fortunate to be able to secure on such short notice a person so well fitted for the work. In December the vacancy in the library of the Calgary Normal School resulted in the transfer of Miss Currie to Calgary. Miss Currie has been associated with the Camrose Normal School almost

from the beginning and we all regretted her departure to Calgary, while pleased that her services were recognized by the Department. A temporary arrangement was made which is still being continued, Miss Larson taking charge of the library and the Secretary's position being filled by Miss B. MacDonald.

The Library is kept open in the evenings and each member of the staff in turn takes charge. This arrangement is a very satisfactory one, as the students frequently have cramped quarters in which to study at their boarding houses, while in the library they have very pleasant, sanitary, warm conditions under which to do their work.

The following members of the staff took part in Convention work during 1924: at Camrose, the Principal, Mr. Tuck, and Miss McSkimming; at Provost, the Principal. The amount of this work that can be expected from the Normal School staff is very small, as with the large number of classes being carried it is almost impossible for a member to be away the length of time necessary to attend any outside Convention.

At the Summer School the Principal, Mr. Sansom, Mr. Manning and Miss Hastie were employed, while Mr. Tuck, Mr. Scott, Miss McSkimming and Miss Burnett were engaged in marking papers.

Among the students the usual activities in Dramatics, Glee Club and general sports were carried on in a satisfactory manner. Associated in the management of these sports were members of the staff who gave freely of their time and energy in rendering these activities of greatest value. An interesting feature in the realm of sports was the annual inter-school activities with the Normal School at Calgary. We had the pleasure of entertaining the students of the Calgary Normal School in basketball, hockey, curling and debating, and our students who visited Calgary will long remember the fine time they had in connection with the hockey, basketball and curling there. The series was very evenly divided, Camrose losing Men's basketball in both places, curling in both places, while being successful in the hockey and the Girls' basketball in both places and winning the debate by a narrow margin.

During the year we had the pleasure of hearing the Minister of Education, whose address to the students was very much appreciated by them. We also had Mr. W. Forgie and Miss E. Storey, who gave very interesting talks and had discussion groups after four and on Saturdays in connection with boys' and girls' work in Alberta. Later in the fall we had a visit from Mr. Ottewell who discussed rural school problems and illustrated his subject with the lantern. I hope that in 1925 we may have a number of visits from people interested in education as it is very desirable that the students get as broad an outlook on the work as possible.

Throughout the year the general health of the students and the staff was remarkably good, there being very little loss of time on the part of the students and practically none on the part of the members of the staff on account of illness.

The general attitude towards the work shows considerable improvement as the students now realize that receiving a certificate from the Normal School requires more than attendance, and this with the elimination of the loans to any student conditioned in Grade XI has had a salutary effect. Taking everything into consideration the type of individual now preparing to enter the teaching profession is such as augurs well for the future of the schools of the Province.

I have the honour to be, Sir,

Your obedient servant,

A. E. TORRIE,
Principal.

REPORT OF CHIEF INSPECTOR OF SCHOOLS

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to present for your consideration the report of the Chief Inspector of Schools for the year ending December 31st, 1924, embodying therein a consolidation of the significant features of the reports of the several school inspectors of the Province.

REDUCTION IN STAFF.

There are now twenty-six men on the inspection force. Of these, twenty-five are assigned to the inspection of the work being done in the elementary schools, while one devotes the whole of his time to the inspection of the work of the high school grades.

Before the reduction, effected in May of 1923, there were forty inspectors, thirty-eight in elementary school work, and two confined to the High Schools.

Adjustments have been made whereby the inspection of the work of the elementary schools in the four cities of Edmonton, Calgary, Lethbridge and Medicine Hat, is taken care of by using a large number of inspectors during the winter months, to inspect and report upon the work of the teachers in these centres. Other members of the staff, especially well fitted, are employed during the same period to assist the High School Inspector in his examination of the City High Schools.

These adjustments have made it possible to keep fairly well abreast of the High School and city school inspection, even with a reduced staff. The present practice has some advantages. It helps to keep all inspectors in touch with the city systems, the methods employed, and the results being achieved by the more expert teachers working under favorable conditions.

Prior to May of 1923 the activities of five inspectors were confined to the inspection of city elementary schools. These five, under the present arrangement, are assigned to rural inspectorates. The strength of the force therefore, as compared with what obtained before the curtailment, would be represented by the relation of 25 to 33, or approximately 75%. This is a fair statement of the relative efficiency of inspection in the Province as compared with conditions which previously obtained.

The average number of school departments for which each inspector is now responsible has increased by about 40%. This would seem to indicate that the efficiency percentage quoted is too high. However, there are a number of qualifying circumstances, which all

taken into account, seem in the judgment of the writer, to warrant the statement that a 75% efficiency is being maintained with respect to elementary schools of all types. This estimate is in line with the findings of an analysis made of work being accomplished from time to time.

The effect of the reduction varies with the locality, considerably. In the old-settled and well established sections of the Province the need for the inspector's assistance and advice is not so keenly felt. In the newer parts, and in the areas settled by New Canadians, the inspector has too many schools for the most effective work. The school of 60 to 80 pupils of non-English-speaking parentage, and possibly a poorly equipped teacher, presents a problem of much greater difficulty, and requiring more time and attention than several schools in English-speaking districts where conditions are generally favorable. An effort has been made, in recent inspectorial boundary readjustments, to take this and like considerations into account in the allotment of schools to each division, but these differences cannot be altogether compensated in this way.

It is no longer possible to give two inspections per year to each school; a good many received two inspections in 1924, and as conditions become more settled it is anticipated that less than one year will elapse between successive inspections of any school.

CHANGES IN STAFF.

At midsummer the Department lost two of the very best inspectors in the service, Messrs. M. E. LaZerte, M.A., and A. J. Watson, B.A., the former to accept a lectureship in Education at the University of Alberta, and the latter to take over the duties of Superintendent of Schools for the city of Lethbridge. Such men are hard to replace. Both possessed splendid academic and professional equipment backed by successful teaching experience. Their work as inspectors was marked by aggressiveness, tact, good judgment, and real intelligence.

The vacancies created through the withdrawal of these men, were filled by the re-appointment of two former members of the inspection staff, Owen Williams, B.A., formerly inspector at Cardston, replaced Inspector LaZerte at Vegreville, while Chas. C. Bremner, B.A., formerly inspector at Grande Prairie, replaced Inspector Morgan at Macleod, the latter going to Lethbridge to fill the vacancy created by the resignation of Mr. Watson. The vacancy at Hanna caused by the retirement of R. H. Roberts, M.A., was filled in August by the re-appointment of Geo. K. Haverstock, B.A., formerly inspector for the Olds division.

PERSONNEL OF THE INSPECTION STAFF.

<i>Inspectorate.</i>	<i>Inspector.</i>
Bassano.....	J. F. Boyce, B.A.
Calgary.....	F. G. Buchanan, M.A.
Camrose.....	J. W. Russell, B.A.
Coronation.....	J. C. Butchart, B.A.
Edmonton.....	J. A. Fife, M.Sc.

PERSONNEL OF INSPECTION STAFF—(*Continued*)

Foremost.....	John Scofield, B.A.
Hanna.....	G. K. Haverstock, B.A.
High River.....	J. A. Macgregor, B.A.
Lamont.....	G. S. Lord, M.A.
Lethbridge.....	J. Morgan, B.A.
Macleod.....	C. C. Bremner, B.A.
Medicine Hat.....	F. S. Carr, B.A.
Olds.....	R. H. Liggett, B.A.
Onoway.....	J. H. Hutchison, B.A.
Oyen.....	F. L. Aylesworth, B.A.
Peace River.....	L. B. Yule, B.A.
Red Deer.....	A. R. Gibson, M.A.
Stettler.....	P. H. Thibaudeau, B.A.
St. Paul de Metis.....	X. P. Crispo, B.A.
Trochu.....	W. J. McLean, B.A.
Vegreville.....	Owen Williams, B.A.
Vermilion.....	H. R. Parker, B.A.
Wainwright.....	M. O. Nelson, B.A.
Westlock.....	J. J. LeBlanc, B.A.
Wetaskiwin.....	E. L. Fuller, B.A.
Calgary.....	J. A. Smith, B.A., Inspector of High Schools.

DUTIES OF INSPECTORS.

The duties of inspectors have been set out in previous reports, and are stated again, herewith, in much the same terms. Inspectors are the sole representatives of the Department of Education in their respective fields. Their duties are two-fold in character, embracing both inspectoral and supervisory features. In a supervisory capacity they exercise control in matters pertaining to the conduct of schools, the organization of the work; the application of the Course of Studies, grading, and promotions; and the organization of teachers' conventions and institutes. It is upon the basis of the findings of the inspectors that the Department finally determines the question of the permanent certification of teachers, and the assignment and distribution of grants in aid of special types of work. The work in connection with the organization of new school districts, and the readjustments of boundaries to meet changing conditions, is carried out by inspectors. They determine as to the suitability of buildings and equipment, and confer with trustees concerning their up-keep and improvement. The inspectors have a large responsibility in the matter of securing more regular and increased operation of schools, and improved attendance on the part of the pupils.

In addition to the regular work of inspection referred to in the foregoing, the school inspector is associated with a number of activities, sometimes of general and indirect, but nevertheless positive, educational significance. Inspectors are the school attendance officers for the Province. They act in the capacity of official trustees, when it is found necessary to appoint such an official to temporarily administer the affairs of a school district. Children in foster-homes are reported upon. Cases of mental deficiency are dealt with. Assistance is given in the organization and planning of school fairs and sports days, and encouragement is given to various phases of community activity associated with the schools.

The regular and more or less well defined duties of inspectors may be set out under the following heads:

- (a) Supervision of actual class-room instruction.
- (b) Grading teachers as to efficiency.
- (c) Securing regular operation of schools.
- (d) Enforcing The School Attendance Act.
- (e) Organizing new, and adjusting boundaries of existing school districts.
- (f) Assisting in financing of needy districts.
- (g) Assisting in direction of School Fairs.
- (h) Through Conventions of, and Institute meetings for, the teachers, to set up definite standards by which the work of a given school may be compared and influenced.



NEW FOUR-ROOMED SCHOOL, DELIA S.D. No. 3261.

GENERAL CONDITIONS OF THE YEAR AFFECTING EDUCATIONAL ACTIVITY AND PROGRESS.

The nature of our educational effort and the quality of the results achieved, cannot be studied intelligently without some consideration of the industrial and economic conditions which prevail. The comments of the men in charge of the various inspectoral divisions, picture conditions in an endeavor to show their bearing upon the school effort and educational progress generally.

The nature of the school problem varies greatly. There are certain well defined areas which are comparatively old-settled and in which good crops and uniform prosperity is enjoyed from year to year. In these communities the maintenance and yearly operation of schools does not present a serious financial problem, and consequently there is greater permanence in the teaching force and more continuity in the progress made. Here the inspector has more time and an improved opportunity to stimulate and develop the work of individual schools.

In other sections of the Province, particularly in the north, and in the west toward the foothills, pioneer conditions still prevail. The settlers have greater difficulty in bringing the land under control. Settlements are spare, roads new, and school revenues quite limited. In these areas the inspector has a different task. It is that of bringing a reasonable educational opportunity to the children each year.

In the dry areas of the south-eastern part of the province the agricultural interests suffered another, and perhaps the most serious reverse yet experienced. All the difficulties which previously obtained in these areas have been increased and rendered more complex.

The comments which follow give some indication of the effects of conditions upon educational activity and progress, during the year 1924, in a number of typical inspectorates.

"In this inspectorate, which is so extensive, there is a great variety in seasonal and occupational activities. A very large percentage of schools depend upon conditions affecting agriculture. The settlement north of the Peace River was not so adversely affected as the agricultural area in the Grande Prairie division, but, excepting two or three isolated sections, the crop production was below the average. The five creameries that have been established have had a beneficial effect in stabilizing conditions. A number of districts depend largely on railroad and fur-trapping activities. Seasonal activities in connection with lumbering, tie-cutting, fishing, railroad and highway construction were important factors in improving the general conditions."

(INSPECTOR L. B. YULE, *Peace River*.)

"In the older communities, conditions are showing a steady improvement. The bountiful crop of 1923 compensated to a certain extent for the depression in market prices and farmers were able to appreciably reduce the arrears accumulated in previous years. This year the grain yield has been a fair average, but the weather conditions during the harvest season were so unfavorable that the grade will be very much lowered. However, the rising prices will tend to steady conditions and bring improvement in the operation of schools in the coming year."

(INSPECTOR J. J. LeBLANC, *Westlock*.)

"The year 1924, although in many respects an unfavorable one, for the farmer, in the history of the Province, was a good one for Education in the Red Deer Inspectorate. Only one school, of those in operation, was open for less than six months and it had an average attendance of only something over three. A number of schools which might have been called summer schools extended their periods of operation. The quality of teaching remained up to a high standard and in practically all districts the Boards of Trustees showed commendable interest in the affairs of their districts."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"The year just closed, 1924, was a very satisfactory one, educationally, for the children in the inspectorate. The interest of the trustees in attention to the details of operation, keeping up the equipment, looking after the grounds, buildings, etc., was fully up to former years. They were alive to the importance of the social side of school life and ready in their appreciation of the work of the good teacher."

(INSPECTOR P. H. THIBAudeau, *Stettler*.)

"The early part of the year was dry, May and June being almost without rainfall. This condition, unusual in this part of the Province, had a considerable retarding influence on the crops, and a correspondingly depressing effect upon the farmers. Many, fearing a feed shortage, disposed of their cattle in large numbers. As prices were low, the loss sustained was considerable.

"In July, however, the rains came, and until harvest were so continuous and heavy, that quite as much, if indeed not more, damage was done by the rains than by the drouth. Grain grew but did not mature well; the fields became so heavy and sodden that great difficulty was experienced in operating machinery upon them, and in some instances the crops could not be harvested at all. Many bridges were washed away, and this circumstance, combined with the miry condition of the roads, made travel, especially by automobile, almost impossible.

"However, despite these untoward conditions, a very fair crop was harvested, and as prices were good, the farmers found themselves, if not better, at least not worse off than they had been in former years. Tax collections by both municipalities and districts were a fair average, and in most cases boards were able to finance their schools on a par with their expectations."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

"Conditions have been very favorable this year in the Calgary Inspectorate for the successful operation of all schools. As a result of the good harvest and improved prices for farm products, the majority of districts have had no difficulty in collecting taxes and in operating their schools for the full yearly term. There has been a satisfactory supply of qualified teachers, so all children are receiving instruction from trained and, in most cases, competent teachers. The general progress throughout the schools has been good."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"The general conditions affecting educational activity and progress have not been the most satisfactory. The crop returns were disappointing and have resulted in a number of districts requiring financial assistance to insure a reasonable amount of operation. The municipal councils, boards of trustees, and ratepayers in general, have shown an excellent attitude in facing the problem of providing the necessary funds for school purposes and are very willing to co-operate in any plan for educational facilities adequate for the needs of the district."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"About half the districts of the Bassano Inspectorate are located in the dry area. The one outstanding feature affecting educational activity and progress in this Inspectorate was the lack of sufficient moisture at the right time and the consequent crop failure. As a result many families moved out of the dry area, thus leaving a number of districts without children of school age in them. Some adjustments were made whereby the children remaining in the country might attend neighboring schools under the provisions of Section 208, of The School Act. Educational facilities were provided for most of the children for at least a part of the year, but as the difficulties in connection with attendance at school are frequently very great, it cannot be said that the children as a whole in the dry area have a fair chance for an education as compared with the children living in the more favored parts of the Province. In the irrigated areas and in the western parts of the Inspectorate there was an average crop and available funds for operating all the schools practically the whole school year."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"This year, throughout the whole Inspectorate, with the exception of the Cypress Hills area, the crops were almost a total failure. Very little threshing was done and what was threshed graded very low, with the result that there was nothing with which to pay taxes. Although the Tax Recovery Act, through its operations, brought in arrears from mortgage holders on various properties, yet all of this has been required for operation during the present year, leaving insufficient to provide for future operation. In spite of this money shortage, with very few exceptions, and in these exceptions other factors entered, the schools of the Inspectorate having sufficient children to warrant operation, have had at least six months' operation,—a result obtained only through the hearty and sympathetic co-operation of the officials of the school districts."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"Owing to the crop of 1923 being fairly uniformly good throughout the whole district, there was little difficulty experienced in school operation in the rural districts during the spring term of 1924. For the fall term it was a little more difficult to finance operation and a few loans from the Government were required, but, for the most part, the operation for the whole year can be considered quite as successful as the average for the last five years. No school failed to operate some part of the year, because of lack of funds, but in many instances the emigration of people from the district caused school to close, due to lack of children."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

ORGANIZATION AND ADJUSTMENTS.

The year 1924 saw the erection of some twenty-four new school districts. As compared with previous years this is a small number. Practically no new areas have been opened for settlement, and there is now a tendency for newcomers to find homes in localities where school facilities are already available.

Actual new school accommodation, on the other hand, has been provided to some considerable extent. This took the form of new schools of permanent types, in new districts, temporary schools in poorer districts, and replacements of old buildings in permanent settlements by a better type of school.

The task of providing for scattered families has received adequate attention. In the dry belt this problem has assumed considerable proportions and has been met in many instances by temporary consolidations and provision for conveyance of pupils to neighboring schools.

Some important boundary changes were effected. The nature of these is indicated by the following excerpts:

"The scorching winds of the first week of July ruined crop prospects and from that date schools began to cease operation in the poorer districts. School Boards could see no possibilities for financing operation and settlers began to conserve their resources to assist them in finding locations in other parts of the Province. These conditions obtained largely in the central and eastern parts of the Inspectorate. In the western, particularly the south-western portion of the Inspectorate, a fair crop was harvested and the schools operated throughout the year without difficulty."

(INSPECTOR JOHN SCOFFIELD, *Foremost*.)

"During the year three new districts were established in extreme outlying settlements. These settlements have been in existence for sev-

eral years but the area involved and the amount of development preclude the possibility of satisfactory operation for some time.

"Six districts advanced a step in development by erecting new schools. In only one of these districts was a debenture debt incurred.

"A plan for a large reorganization scheme involving seven districts in the Grimshaw-Berwyn area was well advanced. In arriving at a compromise position, having regard for the area necessary to adequately support a school and the distance that children can reasonably be expected to travel, one established district was eliminated. The proposal met with the general support of the districts more directly concerned.

"Two reorganization schemes in the nature of temporary consolidations, were consummated. These two schemes, in effect, provide longer operation and a better type of work in a more economical manner."

(INSPECTOR L. B. YULE, *Peace River*.)

"Very little need for the reorganization of districts or the adjustments of boundaries has arisen during the year. The Lac La Nonne S.D. No. 1529, had its western boundary extended and the school moved to a more westerly site so as to provide accommodation for the school population on a narrow strip of territory to the west of Lac La Nonne. In the Ingleside S.D. No. 3012, the overcrowding in the school is being relieved by the equipment of a temporary class-room, which will be operated under a second teacher, early in the coming year."

(INSPECTOR J. J. LeBLANC, *Westlock*.)

"There was little organization work in this inspectoral division during the year. Only two new districts were erected, these being Pendryl, No. 4185, and Port View, No. 4207. As now arranged the Wetaskiwin Inspectorate comprises 129 school districts with a total of 157 departments, including four departments of the Indian schools, in connection with the Indian Agency at Hobbema.

"Two new schools were built during the year; one in the Arbor Park S.D., No. 515, and one in the Capbillion S.D., No. 3622. In the former district the new building replaced the original school which had served its day. In Capbillion, classes had been conducted in a temporary building since the district was first organized."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"One or two important changes in boundaries were dealt with. The difficult situation embracing the Leslieville and Prairie Rose districts was settled by an adjustment of boundaries such as to permit of the schools being located in the hamlets in both cases. This will mean a heavier burden of taxation with the corresponding advantages, especially in the case of Leslieville Village, where a two-room school will be built and the district receive the advantages of advanced work

"Several minor boundary adjustments were made during the year, either to accommodate individual ratepayers or to increase the taxable areas of poor districts.

"The main depot for the reception of the settlers from the Western Islands of Scotland is located at the old Industrial School some four miles west of Red Deer. Considerable numbers of children pass through this depot and I have felt during the past year that educational facilities should be provided for them. Distance and numbers preclude the possibility of using the district school. At the time of writing this report arrangements are being made for the opening of a temporary school for them, your Government undertaking to provide liberal assistance."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"With the exception of the extreme western part of the Inspectorate, where the settlements are sparse, the territory is practically all organized into school districts. As a result there was very little activity in the way of organization of new districts or in building new schools. Minor adjustments in boundaries were made, and in one case two districts, the

Moose Mountain S.D. No. 4087, and the Cottonwood S.D. No. 2074, were united into one district. This change was necessitated by the lack of assessable land to finance two separate districts. One district, the Sunberry Valley S.D. No. 4049, built a school and commenced operation."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"Due to general conditions, organization of new school districts is practically at a standstill. Only one new district, Sunny Valley S.D. No. 4206, was organized and school started in a temporary building. This will meet a long felt need in the lives of the children of the district. Considerable time was spent in the adjustment of boundaries which was found necessary in order to provide school accommodation for families left in districts where there were not sufficient children to warrant the operation of the school."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"But few changes have been made in the boundaries of the districts. Owing to railway construction from Leader of a branch line of the C.P.R., two hamlets grew up, one at Hilda, the other at Schuler. To meet the needs of the children, a school district was erected in each instance and temporary accommodation for a school secured. In each school a qualified teacher is developing in these communities a good type of English-speaking citizen. It is in such an environment that the New Canadian children make most rapid progress in English."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"Few new districts would be expected to organize under prevailing conditions. One was organized on the Hutterite colony near New Dayton, and another about ten miles south of Taber. Boundary adjustments were frequently made throughout the year. In the majority of these new territory was added that the schools might have the support of a larger taxable area."

(INSPECTOR JOHN SCOFFIELD, *Foremost*.)

"Early in 1924 the boundaries of the Chinook Consolidated, No. 16, were re-adjusted. This was necessary owing to the erection of two new school districts, viz.: Helen S.D. No. 4199, and Hollywood S.D. No. 4188. The erection of these new districts altered the boundaries of the Chesterfield S.D. No. 4055, reducing its area very considerably. This rendered the financing of Chesterfield S.D. impracticable without special Government aid.

"Acting under instructions from the Department I went over the ground quite carefully, but could find no readjustment of the boundaries of Chesterfield practicable without breaking into the two newly erected districts.

"Owing to the fact that it is highly probable that the ratepayers—two in number—resident in the Chesterfield S.D. who have children of school age, will move from the district to a more favorable location, the problem of adjusting the boundaries of Chesterfield school district has been left in abeyance for the time being.

"In addition to the two, aforesaid, new rural districts, the following districts were also erected during 1924: Algeo No. 4190; Hope S.D. No. 4193; Beaumsdale S.D. No. 4195; and Shannon Heights S.D. No. 4201. Hollywood S.D. and Beaumsdale S.D. were the only newly erected districts to operate a school under a teacher in 1924."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

OPERATION OF SCHOOLS IN 1924.

The situation with respect to operation showed marked improvement, during 1924, over that of any previous year in the history of the Province. In the north and extreme western sections special

grants have been used to great advantage in stimulating operation, and extending the length of the school year.

In those parts where there have been successive and complete crop failures, a reasonable period of operation has been protected through Government loans.

Temporary Consolidation, as provided for under Section 208, has done a very great deal to bring educational opportunities to the children in districts where there are too few pupils to warrant the operation of the local school. While these partial consolidations are most common in the more or less depopulated districts of the dry areas, they are by no means confined to these areas.

There were 154 districts which operated in conjunction with other districts in 1924. This plan made for longer, more continuous, and more economical operation, under much better teaching conditions than can prevail in the small school, of a few pupils.

The average length of operation in all schools shows improvement over any previous year, as does also the percentage of attendance per enrolment. In ungraded schools the average days attended has also increased. For the year ended June 30th, 1922, the percentage of operation of schools is given as 85.27; for the year ended June 30th, 1923, as 88.4; while for the year ended June 30th, 1924, it reached the highest point, 89 per cent. For the corresponding years the percentage of attendance per month showed relative increases, being respectively 85.61; 86.42; and 87.25.

The amount of operation has improved, but after all, only slightly, although very serious and consistent efforts have been made by all parties concerned. Temporary relief measures do not reach the source of the difficulty. Ability to support satisfactory operation is by no means uniform. Wealth is unevenly distributed among our school districts. Some districts have only a few thousand dollars of taxable wealth, and cannot, from their own revenues even with an excessive mill rate, and Government help besides, operate their schools for a reasonable part of the year. On the other hand there are districts which have very high assessed valuations, and can, with a very low rate, provide a yearly school, and thereby participate completely in the benefits of the grant which is now paid on a daily operation basis. So it is that under our present system, the educational advantages enjoyed by a particular child are determined by the wealth of the community in which he happens to live. His capacity and his ambition are not always the factors which determine his success or failure. Education is said to be the business of the State, and there should be equality of opportunity for all. This can be brought about only by a wider spread of the carrying cost of our elementary schools. The burden of school support must be placed upon a more equitable basis. "Equality of educational opportunity is impossible until the principle is put into practice that every dollar of wealth, no matter where it exists, shall bear its just share in educating the children of the Province, no matter where they happen to live."

The following extracts from the reports of inspectors in typical areas, reflect the improved situation in regard to operation of schools:

CONDITIONS AFFECTING OPERATION.

"Winter vacation of about two months' duration is customary in many of my districts. I understand that this is a common procedure in the schools adjoining the Saskatchewan, but that after the vacation, operation may be continuous through the year.

"These districts are not provided with good roads, consequently residents in outlying sections object to long journeys to and from school during the cold weather. Many districts too, lack sufficient stabling accommodation and this hinders operation of schools in the winter."

(INSPECTOR O. WILLIAMS, *Vegreville.*)

"The comparatively small salaries necessarily offered because of the difficulty of levying and collecting sufficient taxes from ratepayers living far from marketing facilities; distance of the majority of schools from a railway and the difficulty of obtaining teachers willing to accept such schools, unless as a last resort and then but for short periods, while awaiting the opening of the next term; general financial conditions of the northern districts, where the number of ratepayers is small, and where the majority are still in the homestead stage; these factors make yearly operation a difficult problem."

(INSPECTOR X. P. CRISPO, *St. Paul.*)

"In a number of the outlying districts of the Inspectorate the schools remain closed during January and February owing to the severity of the weather, bad roads, and long distances which have to be travelled by small children, in sparsely settled areas. These districts are among those which cannot raise sufficient money to keep their schools open for the full school year."

(INSPECTOR J. A. FIFE, *Edmonton.*)

"This successful operation record is no doubt due to the fact that we have here possibly the best mixed farming districts in Alberta. The majority of the people are progressive, and while they are not rolling in wealth are nevertheless in comfortable circumstances and are anxious that their children shall have the advantages of all the education they can give them. The crop conditions were favorable for the year, which fact, together with the high prices, has made for material prosperity. These factors have also without a doubt, reflected favorably on the operation of schools."

(INSPECTOR R. H. LIGGETT, *Olds.*)

"During the latter term the reason advanced generally for delay in operation was the need of harvest help. This claim, however, could only properly be made with reference to such pupils whose ages were sufficient to render them serviceable for work and did not justify the junior pupils, at least, being denied the privilege of attending school during a very favorable part of the year for school attendance."

(INSPECTOR J. W. RUSSELL, *Camrose.*)

SPECIAL GRANTS AND EFFECT OF SAME.

"Enquiries as to their plans for operation were sent out in March to Boards of districts where the probable revenue is the chief factor in determining the period of operation. With the enquiry, in many cases, went a promise to recommend a definite amount of assistance through a special grant. In all, some twenty-two districts received special grants. In many of these districts the boards could not have re-opened their school without assistance from the Department. Practically all the schools in the short term group received special grants, and while it was

not possible to secure a six months' term—in some cases teachers returning to the University prevented this—the districts were not entirely deprived of educational facilities. The plan, adopted by the Department by which an amount for a definite period was paid in a lump sum soon after the conclusion of the first term, was considered much more satisfactory by the Boards of the districts affected."

(INSPECTOR L. B. YULE, *Peace River*.)

"District officials who had despaired of operating their schools for worth-while periods were encouraged by the financial assistance given, and achieved a period of operation which, considering conditions, was satisfactory to all."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"The plan adopted during 1924 of requiring every school district to operate for a period of at least six months during the year, and of giving financial assistance by way of special grants to make this possible, proved very satisfactory in this Inspectorate. It has worked as it should to the advantage of the weak and unimproved district, and has tended to equalize educational opportunity for the children of this division of the Province. It has also made it possible for the Inspector to insist more strongly and more effectively on the operation of schools in communities where boards are inclined to view the advantages of an education as of little importance."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"Every school in this Inspectorate was in operation some portion of the year and I am pleased to say that with a few exceptions they operated for the whole school year. A few in the extreme west and sparsely settled portions of the territory where living conditions are hard, were in operation for six to nine months. A few of these districts received special grants to insure the six months' operation, and as a result some were able to stay open a little longer."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"Because of pioneer conditions a few districts require special grants. All these districts, except one, can themselves operate for five months. The special grant has been invoked to lengthen the period of operation."

"Most of these grants were made in non-English pioneer districts. As the enrolments are large in all cases the grants are applied with more than the usual effectiveness. Moreover our social and national well-being demanded continued and sustained operation in these schools."

(INSPECTOR G. S. LORD, *Fort Saskatchewan*.)

LOANS AND EFFECTS OF SAME.

"In one instance a district devastated by hail in two successive years, applied for a loan from the Department of Education to enable it to operate during the season of temporary distress. Except for the sympathetic action of the Department of Education this school, with a very large enrolment, could not have operated."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"During the early fall a rather complete survey was made of the financial conditions of the district in the eastern part of the Inspectorate, and while not the best, it was an agreeable surprise to find that only five districts required to take advantage of the loan policy of the Department. In the districts concerned it meant that the children received the advantages of a school which they otherwise would have lost."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"As previously indicated there was no great demand for these loans during the year, but it is correct to state that the resources of half the

Inspectorate are at the present moment exhausted. Many districts would not have been able to operate as well as they have done had it not been for the returns received through the Tax Recovery Act, and the consequent payment of taxes by loan companies."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"In the early part of the year it appeared that very few schools were going to require Government assistance. Upon investigation it was found that three districts with a large number of children of school age, were so deeply involved that they would be unable to operate unless they were assisted. As these districts had already borrowed large sums from the Department small special loans were given them to enable them to operate their schools. Thus by the end of May practically every school district in the Inspectorate with children of school age was in operation."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

"In some cases these loans extended the term of school, thus conferring great benefits on schools where high school work was being carried on. In other districts, in the severely drought stricken areas the operation of a school would not have been possible without the loan. The loans inspired both teachers and parents with confidence; the first were assured of their salaries, the latter felt that their children's education would be protected by the Government in case of financial stress. Thus the morale of the people has been sustained in the 'Dry Belt' through the Government's loan policy to secure operation of schools."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

CONDITION OF OPERATION OF SCHOOLS IN 1924.

"Ten schools were not in operation when I took charge. All of them were New Canadian districts remote from towns. In some instances teachers abandoned their schools mid-term to resume their University courses, and British Columbia teachers seeking schools did not respond to the invitations to occupy these positions. Early winter discouraged the trustees from making efforts to secure teachers."

(INSPECTOR O. WILLIAMS, *Vegreville*.)

"I have found that most boards of trustees are quite willing to operate for the full year unless they are prevented from doing so by serious lack of finances. Eighty per cent. of the ungraded schools in the Inspectorate were in operation for the full year. Of the remainder which lie principally in those areas where crop conditions were far from encouraging, the periods of operation ran from one hundred and sixty to two hundred days. One school only operated for less than six months during the year. Hill Park, No. 1876, operated for the full year for the first time in some years."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"Early in the year, each district, which had not reported its school as operating, was communicated with and urged to provide educational facilities with as little delay as possible. On the completion of inspection work in the City, in January, the work in the field was directed towards visiting these districts discussing the financial and local conditions with the administration, and urging the re-opening of the school in all instances, in which the results of the investigation were favorable to this extended service. As a direct consequence of this close supervision a number of schools opened in March instead of May."

(INSPECTOR J. J. LeBLANC, *Edmonton*.)

"On the whole, operation of schools during the year 1924 may be described as satisfactory. Following the unprecedented crop of 1923 there was, at the beginning of the year, a feeling of optimism among the people of this Inspectorate. This reflected itself, in the case of more remote districts, in the earlier opening of schools. It must be said, however, that crop prospects interfered to some extent with the re-opening

of schools for the fall term. There was a tendency too, for some boards to postpone opening during September in order that the help of the older children might become available for the harvest fields. Special visits to the trustees had the effect in most cases of securing the resumption of operation within the limits of the time prescribed by the Ordinance."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"In 1924 I found it easier to secure operation than in any year since 1919. The reasons are twofold: the good crop in 1923 rendered financing less difficult, and there was a copious supply of teachers. Whereas in previous years I found it necessary to keep in continual touch with a number of districts, and had even to visit several, in 1924 boards set about securing the services of teachers without prompting on my part."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"During February twelve were not in operation. But by shortening the summer holidays to two weeks these schools get in about 195 days of operation.

"In March only five were not in operation.

"In April the number was reduced to three. One of these lacked funds.

"By May 5th every school was in operation. These latter schools secured about 155 days of school."

(INSPECTOR P. H. THIBAudeau, *Stettler*.)

"In this Inspectorate the matter of securing the operation of the district school is no problem. Where the number of children of school age is sufficiently large to warrant the operation of the school, the trustee boards, appreciating their responsibility in this connection, proceed to engage a teacher and to keep the school in operation throughout the year. The so-called summer school is practically unknown in this Inspectorate."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"In every district educational facilities were provided either by operating the school with a teacher in charge or by making arrangements with neighboring schools for the instruction of the children. In no district were children deprived of school opportunities by neglect on the part of local authorities or the Department of Education."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"Forty-one schools remained closed throughout the year. Of these, twenty-two districts entered into agreements with neighboring districts for joint-operation as provided for in Section 208; eighteen partly abandoned districts had no children of school age left in them and consequently did not require a school; and one district with nine children could not raise the forty per cent. of the teacher's salary to come within the provisions for the loan.

"Much time in June, September and October was consumed in efforts to find out the requirements of needy districts, and in effecting arrangements for joint-operation. The matter of two, three, or four districts uniting for operation and sharing expenses is working out very well. While it is not satisfactory for all the children in the dry area, yet where some districts are well nigh deserted it appears to be the best means of affording some educational opportunities for the few scattered families remaining."

(INSPECTOR J. F. BOYCE, *Calgary*.)

"In connection with operation, it must be noted that every district having children of school age provided for their education either by operating its own school or sending them to school in an adjoining district. As noted above, with very few exceptions every child in organized territory had the opportunity to attend school for at least six months."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"As a result of mailing operation forms to Secretary-treasurers early in each term, definite information regarding vacancies was secured and intelligent action possible. As a result of the direct efforts of the inspector one town school, two village schools, and twenty rural schools were provided with teachers."

(INSPECTOR F. L. AYLESWORTH, *Oyen.*)

"A determined effort was made early in the year to secure longer periods of operation in the New Canadian schools which were added to this division in May, 1923. Last year these schools were almost entirely in the hands of Ukrainian University students who took charge about the 1st of May and left before the end of September. This year only one student appeared in these schools and I was able to secure a teacher to take charge a few days after he left. Results were gratifying, as only one of the schools operated for a less period than eight months, and this one was open for seven and a half months."

(INSPECTOR H. R. PARKER, *Vermilion.*)

OUTLOOK FOR OPERATION IN 1925.

"There appears to be an abundant supply of teachers in sight for 1925, and with the exception of two or three districts, the financial outlook is encouraging. Weather conditions during November and December seem to have afforded a number of boards an excuse for planning to keep school 'closed' until April 1st. Several of these will probably open voluntarily while others may be brought to see the error of their plans by a little judicious persuasion."

(INSPECTOR H. R. PARKER, *Vermilion.*)

"An examination of the financial statements will establish the fact that in many districts the financial position has been substantially improved. Furthermore, the weaker districts, chiefly by reason of special assistance given by the Government, have not been compelled to increase their liabilities through operation. Unless the basis for regular grants is changed, a substantial amount will be necessary if some twenty-five districts are to have a six month period of operation in 1925. Generally speaking, however, prospects for operation in 1925 give grounds for optimism."

(INSPECTOR L. B. YULE, *Peace River.*)

"1924 was in some respects a rather unfavorable year for the farmer, even although prices were relatively high. The success of the rural schools depends largely on the tax collection. In some districts there will undoubtedly be hardship in paying the 1925 taxes. In others where the threshing was done before the snow came, conditions will be better. It is very difficult to form an estimate over a large territory, but it is safe to say that, from the point of view of finances, it will be harder to secure operation in 1925 than in 1924."

(INSPECTOR A. R. GIBSON, *Red Deer.*)

"The outlook for operation in 1925 is by far the best yet. From reports so far I shall have but one school delaying opening till the 1st of March. Four others open February 1st. Two of the three that were slack in operation last year opened early in January of 1925."

(INSPECTOR P. H. THIBAudeau, *Stettler.*)

"The outlook for 1925, in at least two municipalities, is very encouraging, as the school boards have been guaranteed funds until June 30th; after that it will depend upon crop conditions as to what can be done for the fall term. Other municipal districts are not so fortunate and the school boards will receive only the money collected from school taxes, which in many will be a very small fraction of the amount required to operate the school. Another crop failure will make it impossible for

such districts to pay their way, but the spirit of hope is not dead, and we trust the coming year will bring normal conditions and allow these districts to meet their obligations for educational purposes."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"The outlook for satisfactory operation of schools for 1925 is not cheering. The districts have become greatly depopulated, leaving but a handful of taxpayers to pay for the education of a very few children; schools are heavily encumbered with overdue debenture coupons and with other debts amounting in many cases to thousands of dollars; there is but little prospect of any taxes coming in until there is a good harvest; teachers, especially good qualified teachers, will but rarely accept a school where payment in full for a year's work is problematical. The prospect for yearly operation in the rural schools, as may be seen from what has been said, is very gloomy. On the other hand every school located in a town or small village will operate for the year; some plan evolved will, with the assistance of a loan, enable the school to carry on; though in the case of the school with two rooms it may be necessary to reduce to one room. The great problem in the year 1925 will be the education of isolated families, in many districts but one family with one or more children is left, and frequently the school in operation nearest to the family is too far distant for the children to attend."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"I consider the outlook in half the Lethbridge Inspectorate extremely serious at the present time. It is no exaggeration to state that those districts between the Little Bow and the Big Bow Rivers, and those East of Taber will find it extremely difficult to open their schools for the spring term of 1925. This is more or less true also of that section of the Inspectorate North of Lethbridge. While this latter portion includes the new irrigation area, the crop of last year was on the average poor, and there is no reserve of funds for operation purposes. On the other hand that portion of the Inspectorate South and South-West of Lethbridge has had a record crop this year and is in excellent financial condition. It is correct to state that within the bounds of the Lethbridge district during this year there have been found both extremes, namely, the best crop conditions on the one hand, and the very worst on the other."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"I regret to state that no improvement in this situation can possibly be brought about before another crop is produced. In fact districts that were able to do their own financing in the fall term have, in many cases, exhausted their resources and are requesting loans for the spring term of 1925. I will again recommend that the minimum amount that will enable needy districts to operate, be loaned them. If this is not done the education of these children will receive such a set-back as will be impossible to overcome."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

"The heavy fall of snow this winter appeared to assure the farmers that 1925 will be a good crop year. There is strong optimism in this district for 1925. The stores of Oyen had the largest Christmas trade they have had for years.

"Though conditions are bad enough along the Goose Lake Line of the C.N.R. they are not nearly as bad as they have been represented. The saving factor in the whole situation is the fine spirit, courage, grit and determination of the people. They are certainly not quitters."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

EQUIPMENT OF TEACHERS FOUND IN THE SCHOOLS
DURING THE YEAR.

There is no doubt but that there is a steady improvement in the professional equipment of Alberta teachers. This has been accomplished through the lengthened Normal School course, which, after one year's inception, brings reports from all parts of the Province directing attention to improved professional ability of recent graduates from our Training Schools. For the first time in many years, the supply of certificated teachers available was practically equal to the demand, throughout the whole of the year 1924. This was a tremendous influence in raising the standard of efficiency. The Summer School continues to present an exceptional opportunity for teachers in service to improve their professional standing and equipment, and large numbers of teachers are availing themselves of this opportunity.

The following comments by inspectors indicate the value and importance of adequate training and sound experience in the work of teaching:

"The general professional equipment of teachers found in schools during the year was good. In no case was there a lack of scholarship such as to impair the work of teaching. The additional professional preparation afforded by the lengthened normal school term shows most clearly in the success with which the average young teachers attack and carry on the work of the school even during the initial term. There is a more assured grasp of the school programme and less irresolute experiment than when the teachers attended for one term only."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"Districts that were able to commence operation at the beginning of the year, or shortly after, secured teachers well qualified from the standpoint of both training and experience. Many districts, however, could not provide for operation before Normal School graduates and teachers attending the University were available. Approximately twenty graduates from the Provincial Normal Schools received their first experience in conducting a school in this Inspectorate. At the beginning of September a number of districts in which a yearly school is operated were unable to secure teachers in Alberta. Ten teachers who graduated from British Columbia Normal Schools in 1924 received their first experience also at the beginning of the fall term. Some thirty teachers, therefore, conducted school for the first time in this Inspectorate in 1924. In the districts, where for special reasons the school can be operated for only short terms, it is most unfortunate, but apparently unavoidable, that the services of experienced teachers can not be secured. Many efficient teachers are available during the University vacation, but very frequently Boards employing them are compelled to accept a resignation prematurely. In fairness to school boards, teachers who are attending the University should state in their application the period for which their services will be available."

(INSPECTOR L. B. YULE, *Peace River*.)

"With only one or two exceptions the teachers found in the Red Deer Inspectorate had adequate academic and professional qualifications. The second class certificate predominated, but in about 160 departments, I found five graduates and forty-six first class certificated teachers. On the other hand, there was one teacher with a third class certificate, while four were teaching under permit. It should be stated that these permits were granted for brief periods, except in one case where there was a misunderstanding. I was gratified to find that thirty-three, or about one-fifth of the teachers were men, most of them young, and practically

all working with such professional zeal as would indicate that they contemplated making teaching a life-work."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"The following is a statement of the professional qualifications of the teachers who served in the Inspectorate during the year:

1st class certificate and University degree.....	5
1st class certificate.....	36
2nd class certificate.....	118
3rd class certificate..	7
Permit to teach.....	6
	172

(INSPECTOR J. A. FIFE, *Edmonton*.)

"The general efficiency of the teachers was high. The recent graduates of our normal schools employ sound methods. They are commendably interested in their work, and anxious to do it well. With experience in keeping the pupils at their seats profitably and steadily employed while the teacher is in charge of a class, these new teachers will be highly desirable in our schools. Twenty-one per cent. of my rural school teachers were securing their first professional experience."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"Practically every teacher employed in the schools of the Inspectorate during the year had professional training. Analysing one hundred and sixty inspections where gradings were given I find that 1.25% of the teachers held the Academic Certificate, 23.75% First Class, 68.12% Second, and 6.87% held Certificates of the Third Class."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"Teachers' qualifications are evidently improving. At no time heretofore have I had the pleasure of encountering such a large percentage of teachers at work in the schools, holding First Class professional certificates. Their ratio to the Seconds is 1 to 3. This I consider a high percentage of Firsts. There were five who held Third Class certificates; while four were teaching on permits. None of the Permit teachers, however, were in yearly schools."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

"Comparisons indicate steady satisfactory improvement in the academic and professional standing of the teachers who are being engaged in our schools and the consequent improvement in the standard of work made possible by the better grade of teachers being employed. This indicates also, very clearly, the success that is attending the efforts of the Department of Education to raise the standard of teaching and to eliminate as rapidly as possible all but fully qualified teachers from our school service."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"An increasing number of teachers have several years of experience to their credit. With these, in nearly every case, teaching is a profession and receives their best efforts. With the younger teachers the increased length of the normal school training period is of material assistance in securing the same results."

(INSPECTOR G. S. LORD, *Fort Saskatchewan*.)

"Many of the teachers have taken special instruction at the Summer School and as a result are doing a higher and more efficient type of work. Several teachers holding second class certificates are taking Grade XII work through correspondence in order to improve their academic standing. There is a marked tendency on the part of teachers to equip themselves more thoroughly for the work of teaching."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"Seven permits were issued. Of these three were issued to teachers from other provinces, who from lack of information or mis-representation secured positions with trustees who believed they were properly qualified. One was granted during a temporary shortage of teachers early in the year and three were in outlying schools where qualified teachers could not be obtained."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"Only four permits were granted in 1924. Three of these were for short periods and due to the difficulty in securing the services of a certified teacher through there being no boarding place nearby. The fourth was a case where a teacher from the Maritime Provinces with a first class certificate secured a position and it was found that her certificate was not valid in Alberta owing to the conditions under which it was secured in the East."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"With regard to permit teachers the following comparison is interesting. In 1921, 13.21% of the teachers in this Inspectorate, whose work I observed, were permit teachers. In 1922 permit teachers represented 5% of the teachers engaged in this Inspectorate. In 1923 the number was 2.13%. In 1924, however, the number was only 1.29% of the total number of teachers employed."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

QUALITY OF INSTRUCTION GIVEN IN OUR SCHOOLS.

While adverse financial and industrial conditions of necessity interfere with the amount of operation in our schools, it would appear that such conditions have the effect of stimulating and improving the quality of the instruction afforded. Certainly no previous year has witnessed a more efficient type of service in this field. The comments of inspectors are a tribute to the diligence and faithfulness of the great majority of our teachers.

The revised Course of Studies for the public school grades, was placed in the hands of the teachers early in the fall term. It has met with favorable comment, generally. Most of the subjects are receiving adequate treatment. There is an expressed need for suitable texts in History and Citizenship. Reference books are not easily available and some of the subjects, as at present outlined, require more time and greater organizing ability than is available with the average rural school teacher.

There appears to be a consensus of opinion that the test papers sent out by the Department, as a guide for promotions and gradings, have been of great assistance in bringing about uniformity.

There is a demand for an extension of the practice to include the graded as well as ungraded schools.

"The instruction given in the graded schools is uniformly good. The town schools offer no particular advantages in salary more than the average progressive rural school, but the additional advantages in regard to room, board and social activities constitute an inducement that renders it easy for town school boards to have their pick of the best teachers. It is an ordinary thing for town boards to receive thirty or forty applications for one vacancy and, this being the case, it is no difficult matter to select a good teacher.

"The instruction given in the ungraded schools inspected during the year was also good in the aggregate. Where a school is not too large the standing of the grades often compares quite favorably with that of a

graded school. It is the comparatively large school with all the grades that takes the heart out of the teacher. Occasionally, of course, the results of hasty promotions are to be met with, but the general rule is, in the yearly schools at least, that the pupil of average ability who attends regularly clears one grade a year and is fairly well up. Any country boy or girl, then, living in a district where a yearly school is maintained, and where the board of trustees make a reasonable effort to engage a successful qualified teacher, is quite well off educationally."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"In schools employing trained teachers with experience the great majority proved proficient in the work. Where inexperienced teachers were employed the average of the work is fair. In History few of the teachers are sufficiently versed in the material required to be taught to secure the best results. The work in Literature is extensive rather than intensive. In Arithmetic from Grade II up, Rapid Calculation is stressed and tests in purely mechanical work indicate good results. Tests in practical problems involving easier mechanical operations show the same pupils to be deficient in accuracy when the stimuli of competition and recorded results are absent."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"As to the results of the instruction given it is possible to give only an approximate generalization. In a number of sections there is the special problem presented by non-English pupils. In a group of schools the majority of the pupils are of native descent; in another group they are entirely of French descent; in another group German is the mother-tongue, and in a fourth group the children speak one of the Scandinavian languages on entering school. The teachers in these schools are studying the problem and are thoughtfully adapting methods that experience has proven to be effective."

(INSPECTOR L. B. YULE, *Peace River*.)

"On the whole the quality of instruction given was much improved. I found teachers more interested. Especially among the better qualified teachers I noted a tendency towards better preparation of work, as regards the preparing of weekly and monthly lesson plans in addition to the ordinary time-table. The subjects stressed were Reading, Arithmetic, Composition, Geography and History in the order mentioned. In Composition, growth in correlating Elementary Science and Citizenship with the subject was noted."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"The varying conditions through this large Inspectoral division account for a wide range of effectiveness in the work carried on in the class-room. In the graded and ungraded schools which operate regularly the teaching is systematically and effectively carried on. The Course of Studies is ably interpreted and the subject-matter is generally well covered. However, there is need, in many cases, for intensive drill review, so that the pupils may become thoroughly familiar with the general principles underlying the work attempted and also further consolidation of the information under definite topics."

(INSPECTOR J. J. LEBLANC, *Westlock*.)

"Of the subjects of the public school course Arithmetic, I find, is the best taught. In a great many time-tables as a matter of fact it has been receiving much more time than is allotted to it in the Course of Study. Generally speaking capable instruction is being given in Primary Reading. Most teachers find Book I of the new Canadian Readers very satisfactory and prefer it to the Text whose use has recently been discontinued. A number experience some difficulty however, in preventing children from memorizing the lessons and then reading them in a sing-song fashion. There is this danger, of course, inherent in the nature of the Reader, but by taking the proper precautions a teacher can avoid the difficulty."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"In the past year or two there has been a marked improvement in the quality of the note-book work. I have been stressing this and advising teachers to encourage their pupils to take their best work home and have their parents inspect it, thus stimulating the interest of the father and mother in the child's progress."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"The test papers for Grades V, VI and VII sent out by the Department were much appreciated by the teachers and, in my opinion, will serve as standards to which the teachers will endeavour to have their classes attain."

(INSPECTOR J. A. FIFE, *Edmonton*.)

"I feel justified in saying that with a few exceptions, my teachers have been giving reasonably good service to the schools. Except for these few, they have succeeded in driving home the fundamental subjects, so called, and made good progress with their classes. In this connection I may say that in many of the heavy rural schools I have laid more and more stress on these subjects. In the town schools, of course, all subjects are being taught as laid down in the Course of Studies."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"The revised Course of Studies was put in the hands of the teachers at the beginning of the fall term and an earnest endeavor is being made to follow as closely as possible the courses prescribed for the different grades. In the ungraded schools it is practically impossible to adhere strictly to the curriculum, but by grouping of classes for certain subjects, teachers are endeavoring to cover as much of the programme as is possible.

"Complaints are still being heard of the difficulties in carrying out the course in History and Art. In the case of the former, the principal objection, of the rural school teacher, is the difficulty in getting suitable material, and in the case of the latter the course is considered much too elaborate to be successfully carried out in an ungraded school."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"In the teaching of Primary Reading, teachers in my opinion, both experienced and beginners, have secured exceptionally good results this year. By the use of more interesting and effective methods, and by the employment of various modern supplementary readers, they are able to have primary pupils reading fluently and intelligently in a very short time. The confident and successful manner in which recent graduates of Normal Schools handle this phase of their teaching is very noticeable.

"Teachers organize the subject-matter in History, Geography and Agriculture carefully, and teach them satisfactorily. There is very great need, however, for good text books which follow along the lines set down in the Course of Studies and which provide the bulk of the material required in the instruction."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"There has been less frequent reference to the difficulties either supposed or imagined, with regard to the new Course of Studies, which would indicate that a closer study and a better understanding of the Course has revealed the fact that the Course in itself when understood, provides means for adequate treatment of the various subjects, and in addition gives in detail a clear outline of the treatment expected. Some uncertainty or dissatisfaction was expressed by teachers to whom the revised Course of Studies came rather late in the term. There has been frequent comment made in an appreciative way, as to the utility and benefit teachers have experienced in the tests issued by the Department of Education for the intermediate grades. The general feeling is that these tests afford a guidance as to standard required and an opportunity for greater uniformity of effort. In several instances, groups of teachers locally, or at centres where there was a local Teachers' Alliance organization, discussed these tests after they had been given and as a result were able with greater confidence and decision to undertake the grading

of their classes. It is, as far as I have observed, the generally expressed hope that the Department of Education will continue this service, and that, if possible, it may be enlarged in its scope to include all types of schools."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"Without question there is a gradual improvement in the work of the schools in this Inspectorate which is being brought about in a large measure by the higher percentage of qualified teachers now available. The following statements will show by contrast the improvement referred to. In 1920 the percentage of teachers doing good work was 41%, those doing fair and fairly good work was 49%, and those doing poor work were 10% of the total employed. Of the teachers inspected in 1924, 2% were graded as excellent; 61% as good; 27% as fairly good; 9% as fair; while in the case of only 1% could the work be characterised as completely unsatisfactory.

"Uniformity of grading has been materially assisted and improved in rural districts by the promotion examination papers sent out by the Department of Education to the rural schools for use in the intermediate grades."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

INSPECTORS' REPORTS.

Within the past four or five years the procedure in inspection of schools in this Province has been completely revolutionized. Previously it had been the practice to make two reports on the work of the teacher, one to the Minister of Education, and another to the Board of Trustees of the district. These two reports varied both in form and in content. When, some five years ago, inspectors were assigned to the cities, it was decided to bring about complete uniformity in the reports, and give to the teacher a copy of the same. This innovation has been worked out gradually in its application. At first, the plan was tried in the cities alone. The following year it was extended to include the teachers in town and village districts where four or more teachers were employed. In July of 1923 the practice was extended, again, this time to include all teachers, although a different report both in content and form continued in use for reporting to the boards of trustees of rural school districts. At the close of 1924, complete uniformity in reporting upon teachers in all schools was instituted. Now only one report form is used. Four copies of the one report are made. One, after discussion on the spot, is given to the teacher at the time of the inspection, one to the trustees, one is sent to the Minister, and the fourth is retained by the Inspector. The placing of the report with its suggestions and constructive criticisms in the hands of the teacher at the time of the visit is undoubtedly bringing improved results from inspection.

An effort has been made to bring about uniformity in the basis for the gradings assigned by the Inspector. A scale for the measuring of Teacher Efficiency has been devised and is in constant use by all inspectors as a corrective against their varying judgments.

The whole procedure now appears to be meeting with general approval by trustees, teachers, and inspectors. It helps to break down suspicion and doubt in the mind of the teacher and makes for frankness and mutual confidence between the inspector and the teacher. "A written statement of the excellence and defects of his

work, with suggestions as to means of improving weaknesses in his management or methods of instruction, and all this summed up by means of the grading is of value and of use to the teacher." School boards are more and more basing their selection of teachers upon the evidence which applicants can furnish in the way of reports based upon recent inspections.

The following comments by inspectors will help you to better understand the working of the present scheme:

"There still remains a need for the inspection of the work being done in the school-room from day to day. Nothing can take the place of this in keeping the great body of teachers up to a uniform standard of efficiency; and more strongly is this the case when, as now, the Inspectors have uniform basis of reporting on and grading teachers. Where a teacher is ready and willing to accept helpful suggestions the Inspector can do much to increase the efficiency of that teacher during the course of his visit. The practice, recently instituted, of placing a copy of the Inspector's report in the hands of the teacher is also beneficial along the same line."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"The inspection reports now sent to teachers have met with general approval. Teachers know more definitely what is required of them, and are making a serious effort to meet the requirements.

"The work of teachers inspected was estimated as follows:

V. G.	8.59
Good	66.41
F. Good	14.84
Fair	3.91
Not graded	6.25

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"In the graded schools the majority of teachers were rated 'good'. In the ungraded schools 'good' and 'fairly good' were about evenly balanced. A few went down to 'fair' and three were graded 'weak'. A peculiar fact is that a teacher in a rural school with two or three low grades, and only a few pupils, is rarely found to be doing a high type of work. A teacher apparently requires before her a considerable body of pupils to give her the necessary stimulus to exert herself. When she has only a few before her she appears at a loss to know how to keep busy, her presentations are unusually weak, and the time-table is not well adapted to the situation. Some of the poorest work I have seen has been done in schools with less than six pupils."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

"Prior to the fall of 1923, only teachers in schools of four rooms or more were given copies of inspectors' reports. At that time, this practice was extended to include teachers in all schools. This has met with the general favor of teachers and boards of trustees. A written statement of the excellence and defects of his work, with suggestions as to the means of improving weaknesses in his management or methods of instruction, and this summed up by means of the grading, is of value and of use to a teacher. To a greater extent than formerly, boards are asking teachers to produce inspectors' reports as evidence of their success in schools."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"The Departmental ruling whereby an Inspector of Schools is instructed to discuss with the teacher the results of his observations of the school-room work during his visit of inspection, and to place in the hands of the teacher a duplicate copy of his report to the Minister of Education, meets, in general, with the approval of the teacher. Our teachers, however, should recognize the fact that these efficiency reports, from the

very nature of things, indicate the judgment of the Inspector, with reference to the specific conditions under which his observations were made, and are not in a real sense final inasmuch as conditions in different districts, which have a vital bearing upon successful teaching, vary considerably."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The fact that the teachers now get a copy of the report is a source of very considerable satisfaction to them. They feel more confident that they know the whole of the Inspector's criticism, whereas, formerly there was always some doubt as to whether the report to the Board was similar to that given orally to the teacher. I also believe that the teachers value these reports highly and are induced by them to attain a greater degree of efficiency. In the grading of teachers I have always felt that rural teachers deserve to get as good a grading as possible in view of the conditions under which many of them have to work."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"No unpleasantness has resulted from sending the teachers copies of the reports of their work which are sent the Department. I believe that they appreciate this direct and candid method of treatment. From the Inspector's standpoint it also has its advantages, for the teacher cannot be in doubt of his opinion regarding his work. It can scarcely be expected that as little disturbance will result should the same report be submitted to rural boards of trustees."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

"Two results have been noted rising out of the enforcement of the regulation that teachers shall receive copies of the Inspector's reports to the Minister, viz.:

- "(1) The reports serve as a spur to the weak teacher to strive for higher efficiency and as encouragement to the strong teacher to continue in well doing;
- "(2) School boards are asking more and more every day that applicants enclose with their applications, copies of their last reports from the Inspector. If 'good' these reports constitute the best testimonials applicants can submit with their applications."

(INSPECTOR F. L. AYLESWORTH, *Oyen*.)

CONDITIONS AFFECTING PERMANENCY IN RURAL SCHOOLS.

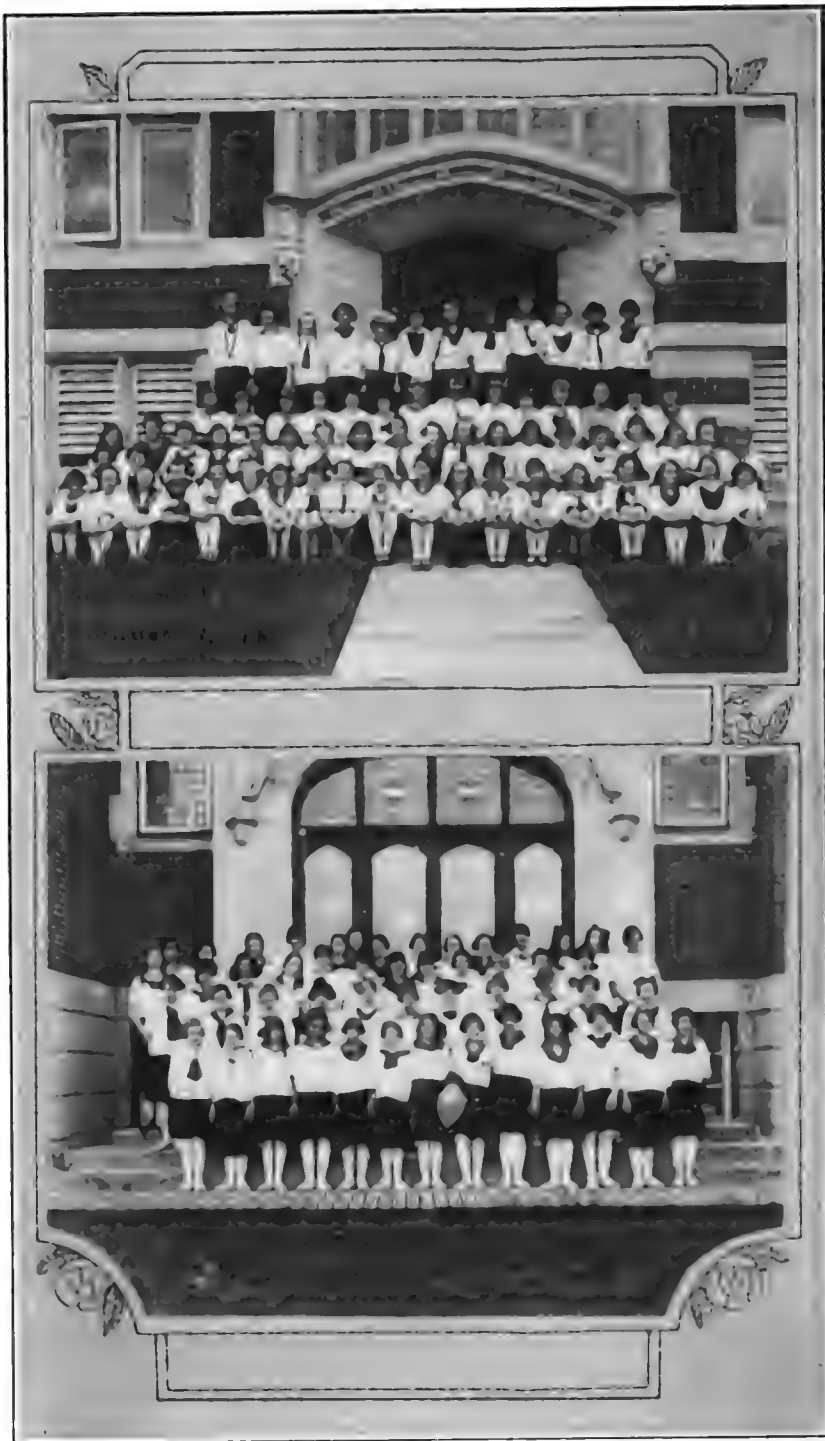
One of the greatest problems of the rural school is that of retaining the services of a well equipped and earnest teacher, once secured. Salaries, living conditions, and social advantages are factors which influence the teachers most. A few comments have been gleaned from inspectors' reports to illustrate:

"Salaries have remained about stationary during the year, although a few schools paid lower salaries where teachers applying for a vacancy asked less than the former teacher had received. There were a sufficient number of boards who raised salaries in appreciation of efficient service rendered to offset the number of cuts made by teachers."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"With a very few exceptions teachers have expressed themselves as being comfortably located in their boarding places. Where the reverse has been the case there has been some difficulty in keeping teachers for any length of time. But conditions appear to be improving and, in one district where there has been continual trouble in this respect, a comfortable little residence has been erected."

(INSPECTOR A. R. GIBSON, *Red Deer*.)



PHYSICAL TRAINING, EDMONTON SCHOOLS.

- (1) WINNERS CAPTAIN FLINT SHIELD, WESTMOUNT, GRADES V & VI.
- (2) WINNERS BEAVER HOUSE CHAPTER I.O.D.E. SHIELD, PARKDALE,
GRADES VII & VIII.

"There has been a gradual reduction in the salaries paid to teachers of the Inspectorate during the year, and there are very few entering on a first engagement in a school, who receive more than \$1,000.00 per annum. The average salary paid in the Inspectorate is \$1,050.00 per annum."

(INSPECTOR J. A. FIFE, *Edmonton.*)

"In order to retain strong teachers it will be necessary for them to have comfortable boarding houses and not to be too far from the school. I find that a number of very good schools, and where fair salaries are paid, find it impossible to hold teachers whom they desire to keep, owing to unsatisfactory boarding accommodation. In twenty-three districts teachers' houses have been built, but in only two of these had the former requirements for a grant been met with. It seems that the old policy of the five acres of land and the thousand dollar house did not meet with the ideas of the people in this housing scheme, and they preferred building according to their own views and doing without the Government grant."

(INSPECTOR W. J. McLEAN, *Trochu.*)

"Teaching conditions are steadily improving, especially in the matter of appreciation of the teachers' position and work. But the difficulty of securing a suitable boarding house within a reasonable distance of the school appears to be on the increase. Moveable teacherages offer one solution."

(INSPECTOR P. H. THIBAUDEAU, *Stettler.*)

"I believe the southern portion of the Province is the last to see a reduction in the teachers' average salary, but salaries here are gradually decreasing. Teachers know that in many districts of this Inspectorate there is a shortage of funds in the treasury and since salary payments are more or less irregular, as board is high and living conditions not usually the best, the teacher asks an extra hundred dollars or more to be added to the annual salary. The average salary in rural districts for 1924 was approximately \$1,050.00."

(INSPECTOR JOHN SCOFFIELD, *Foremost.*)

"Regarding teaching conditions—Provided on the whole with modern up-to-date buildings and equipment the rural teacher is presented with perhaps only three really serious problems: (1) The location of a suitable boarding-house; (2) How to avoid being entangled with different factions, and in petty disagreements and quarrels rife under present economic conditions; (3) How to provide herself with suitable and adequate recreation and entertainment without acquiring the habit of attending six or more barn dances in a week.

"Fairly sound judgment, tact, and common sense are requisite for avoiding one or all of the above mentioned pitfalls."

(INSPECTOR F. L. AYLESWORTH, *Oyen.*)

ADVANCED INSTRUCTION IN VARIOUS TYPES OF SCHOOLS.

The demand for secondary education, that is, for the advantages of High School training, is everywhere, and all the time, on the increase. Ideas concerning the amount of preparation necessary to fit boys and girls for their life-work, and the discharge of the duties and responsibilities of citizenship, have changed tremendously in recent years. A generation ago, a public school education was considered adequate for all except those who proposed to enter upon the learned professions. But new standards have been set up for admission to the professions, business and the skilled trades. At least partial high school training is essential to-day to success in any occupation. This is but a further evidence of advancement and progress in the world,

and of the fact that the world's store of knowledge is increasing. Conditions are changing and changing rapidly. Our people must be better equipped. In the long run the added preparation pays both the individual and the state. The increasing demands for the advantages of secondary education indicate also that the people generally have come to appreciate the consideration referred to. Ample evidence of this is at hand. For example, while the public school enrolment decreased during the year ended June 30th, 1924, by 672 pupils, the enrolment in the High School grades increased by 1,184.

The educational opportunities for equipment and training, to enable them to make the most of their lives are, generally speaking, available to the children of our cities, towns, and villages, but these advantages are still wanting in the rural districts.

The one-room rural school affords little opportunity for this advanced instruction. As a rule it is, in any case, confined to instruction in the work of Grade IX, and this is not generally effective. Neither the teacher nor the schools are equipped for the effort, and too often the advanced instruction is given at the expense of the pupils in the elementary grades. Our rural schools are reasonably effective in the elementary grades, but cannot be made to fulfil the double function of furnishing elementary and secondary school training.

There is a growing conviction everywhere that the effectiveness of our rural schools cannot be greatly improved until the administrative unit is enlarged, that is, until we can establish the municipal district under a municipal school board, as the administration body, thus extending to rural areas the principle of management which now obtains in urban communities.

The individual school districts, unassociated as they are at present, cannot provide the education and training which is now generally regarded as essential. Unassociated they cannot secure the close-up and detailed supervision which is in continual public demand. The agitation for larger units of administration is not confined to Alberta. There is a strong agitation in its favor in other provinces of the Dominion. It is perhaps safe to predict that at some time in the near future the school districts now embraced within one or more municipalities will be formed into municipal school districts under the direction of a board of trustees elected at large over the unit. It will then be possible for these boards to provide more adequately for the needs of the district as a whole. High School instruction, greater permanence in the teaching force, and more adequate supervision are significant advantages which would result.

The following extracts have been taken from reports of inspectors for the purpose of indicating the success with which advanced instruction is being attended in the various types of schools, rural, two-room, consolidated, village and town:

A. **ADVANCED INSTRUCTION IN UNGRADED SCHOOLS.**

"In most of the schools inspected the teachers realize the magnitude of the task and the work is of a fairly high standard. Trustees usually

do not encourage this advanced instruction when the public school enrolment is heavy, in which case pupils desiring instruction in grades above Grade VIII are requested to secure the same in the classes of town or village schools."

(INSPECTOR O. WILLIAMS, *Vegreville*.)

"High school work was taught in fifty ungraded schools in this Inspectorate this year. One hundred and twelve students embraced the opportunity of taking this advanced instruction, three of whom took Grade X and the remainder Grade IX work. As a general rule the pupils do well under these conditions, and few instances have been found where the other pupils have been neglected by reason of such instruction being given in the school. When we consider that a large number of these pupils would be unable to pursue a high school course at all unless they begin it in their own school the importance of this phase of instruction becomes strikingly evident, and, unless some unusual conditions obtain, I invariably give very favorable consideration to an application from a board of rural school trustees for authorization to have it taught."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"In very few cases is the work accomplished of a high order, and experimental science and geometry are usually weak. In my opinion one-roomed schools securing a grant for this work should be obliged to spend the major portion in equipment and reference books for the work taught before entering on the higher grades. I believe it would be good business for the Department to prescribe a list of such equipment and reference books."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"In eight of the rural schools advanced instruction was attempted. The work done was generally good. Teachers devoted many extra hours to the work, and in mathematical subjects the work was well taught. Science was taught theoretically rather than experimentally. This extra work undertaken by the teachers is worthy of much commendation. Pupils were found on the whole, bright and eager, and seemed to appreciate this extra effort made by the teachers, giving them, as it did, an opportunity of furthering their education which otherwise, for financial reasons, would have stopped with Grade VIII work."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"The students who are enrolled in the first year of High School work, are bright boys and girls, whose parents cannot assume the heavy obligation of maintaining their children away from home. The instruction is invariably given outside the regular hours and no complaints have been made that the increased service has been detrimental to the work of the public school."

(INSPECTOR J. J. LEBLANC, *Westlock*.)

"There is a wide range in the effectiveness with which high school instruction is given in the rural school, depending largely upon the attitude of the teacher towards undertaking work beyond Grade VIII. Judging, however, from the large number of successful candidates at the Departmental examination, held in June, I would conclude that on the whole, the work is being carried on with a reasonable degree of satisfaction. Even in the one ungraded school under my jurisdiction where Grade X instruction was offered, the two students taking the course were successful in passing the Departmental test."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"Forty-five per cent. (45%) of my one-teacher schools did high school work during 1925. This advanced instruction is on the increase. A few years ago about twenty per cent. (20%) of the rural schools were taking it.

"Generally, I favor the idea, as it means that some children will get a Grade IX education, sometimes Grade X, who would otherwise have to

stop school at the close of Grade VIII. I think Grade IX should not get more than twenty to thirty minutes a day of the teacher's time during regular school hours. The best arrangement is for the teacher to take this advanced class after dismissal. For this he is sometimes allowed the extra grant."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"But more often the parents insist that advanced instruction be given in the home school. It does not take very much pressure now-a-days to induce boards to institute Grade IX and sometimes Grade X also in their schools. How many of the regular public school grades the teacher already has makes no difference—the board is not looking at things from that angle. If the child is sent away, the district is liable for the fees, and that is enough. Rather than pay fees some boards are prepared not only to sacrifice their teacher, but every other grade in the school if necessary."

(INSPECTOR J. H. HUTCHISON, *Onoway*.)

"During the past year Grade IX instruction was authorized in 40 schools, which is a somewhat larger number than was authorized in 1923. Teachers are carrying on this work in the rural schools more successfully this year on account of their better acquaintance with subject-matter and text books, and through better organization of their work. In two schools, where the attendance is quite small, Grade X instruction is being given."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"The opportunity afforded by the Department of Education to rural pupils, to write their Grade VIII examinations in local school centres, has made it possible for a large number of pupils to sit for this examination who otherwise would not have been able to do so. Success in this examination has stimulated many pupils of relatively good ability to proceed to Grade IX work. Conditions very frequently in the homes of these children are such as to preclude possibility of their proceeding to established high school centres, with the result that application is made to proceed to Grade IX work in their local rural schools. A serious problem therefore presents itself in the question as to what extent work beyond Grade VIII should be taken in rural schools. A very heavy enrolment would appear to be adequate reason for disallowance of this extra work. The qualifications of the teacher are also determining factors. There is a tendency on the part of certain school boards, in order to avoid responsibility for payment of school fees to other districts, where High School work is conducted, to endeavour to have Grade IX work taken in the local school and to view the extra school grant in the connection as a supplement to the regular school grant. Undoubtedly there is an increasing demand for work above Grade VIII to be taken in rural schools, in conjunction with the regular public school grade work. The general policy pursued has been to make a careful survey of the enrolment and the teacher's qualifications, and where these conditions have been found satisfactory, due provision having been made to safeguard the interests of the pupils in the public school grades, to make such provision as appears possible or expedient for work above Grade VIII to be taken."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"Many ungraded schools in the Inspectorate furnished instruction in the work of Grade VIII. These pupils in nearly every case were successful in passing the Departmental examination. Three of these schools, Beaver Creek No. 371, Silver Lake No. 1695, and Garden No. 1697, deserve special mention on account of the fact that each of them had five successful candidates. The excellence of the work in the last of these schools is evident from the fact that one of its candidates, Miss Florence MacKenzie, received the Governor General's medal for the highest standing in the Inspectorate. This is a remarkable showing for an ungraded school. Miss MacKenzie and her teacher, Miss Madge Gillies, deserve much credit."

(INSPECTOR G. S. LORD, *Fort Saskatchewan*.)

"Work in Grade IX, and in one or two instances in Grades X and XI, was authorized in twenty-one rural schools. In nearly every case the attendance in the public school grades was small and the presence of a high school grade was not prejudicial to the progress of the elementary classes. Provision for instruction in grades above Grade VIII proves a boon for worthy boys and girls who cannot afford to go away to school. While the instruction as a rule is not equal to that given in a regular high school, yet the advance beyond Grade VIII in an occasional rural school is really worth while for those students who would otherwise have no opportunity of taking high school work."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"Nevertheless, I am compelled to recognize the fact from the standpoint of actual results the teaching of Grade IX is not successful. This was a very clearly demonstrated fact by the recent Departmental Examinations. In no instances have I granted permission to teach Grade X in rural schools as this is beyond the ability of the average rural teacher to handle, and, as a rule, detrimental to the interests of the elementary grades."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

B.

WORK OF TWO-ROOM SCHOOLS.

"In the two-roomed school the partial grading possible results in a more thorough grounding in the subjects of the course and permits of a more varied programme of interesting exercises directed by the teacher.

"In my opinion the two-roomed school has quite justified the opinions of those who urged its introduction."

(INSPECTOR J. A. FIFE, *Edmonton*.)

"In two-roomed schools where advanced instruction beyond Grade X is not attempted, the pupils in Grades IX and X are generally doing a very satisfactory type of work. Where trustees, however, insist upon Grade XI instruction being given it is found that pupils in all the grades of the senior room have an uncertain and inadequate knowledge of their work. This is due to the teacher having insufficient time to discuss and explain the studies fully to his many grades."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"There are, in this Inspectorate, two-roomed schools in operation in the villages of New Norway, Ferintosh, Edberg, Rosalind, Roundhill and Holden, and in the Anderson, Sulitzeland and Polska rural school districts. In these centres provision is made or will be made, upon application, for pupils to receive instruction in school work above Grade VIII. There have been instances in which work as high as Grade XI has been taken, but unless the teacher in such schools is exceptionally strong and capable it is quite unwise for work to be offered or undertaken above Grade X. Even the amount of work that must fall to the lot of the senior teacher is very excessive and it is practically impossible for him to do it justice. The desire of these districts to provide the best school facilities, within their reach, is very commendable. Very earnest and measurably effective work is being done in these schools."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The two-room schools all continue to do good work. Molodia No. 1486 and Podola No. 2065 have pupils in Grade IX for the first time. Ruthema No. 2408 recently added a second room and has pupils in Grade VIII. White Mud Creek No. 2407 had two pupils successful in passing Grade IX. Jack Pine Grove No. 2051 passed five pupils in Grade IX and five Grade X pupils. Waskatenau was 100% successful in Grades VIII, IX and X. Andrew No. 393 and Mazeppa passed all their Grade VIII pupils. Every two-room school in the Inspectorate has some creditable performance of the above sort to its credit.

(INSPECTOR G. S. LORD, *Fort Saskatchewan*.)

C. WORK OF CONSOLIDATED SCHOOLS.

"In the five consolidated districts the work up to and including Grade XI was taken. In four of these a very fair percentage of the students were successful, while in the other, very few passed. The teachers and students have had a warning from the number of failures in 1924 and they are down to more earnest work, consequently better results may be looked for in 1925."

(INSPECTOR W. J. McLEAN, *Trochu.*)

"The average consolidated school comprises at least four rooms and gives a very good opportunity for close grading in the work. With good judgment shown in the type of teacher chosen there has been no reason why these schools should not do most effective work. In several of them, however, there has been considerable difficulty in getting a good senior teacher for the amount of salary offered. However, on the whole I consider that from the standpoint of educational progress the consolidated schools have proved a real success. This is not so true of the administration of them from the standpoint especially of van conveyance and of financing. In several of the small consolidated schools the vans have been discontinued and the parents required to get their children to school as best they could in return for the remuneration allowed for isolated families. While operation has been continued under this scheme, and while the attendance on the whole has been good, it has led to a great deal of dissatisfaction from the standpoint of the parents concerned. In several instances there are at present agitations to secede from the consolidation and it may eventually lead to the disorganization of one or two of them."

(INSPECTOR A. J. WATSON, *Lethbridge.*)

"There are three consolidated schools in the Inspectorate. Two of them are really cases of two districts co-operating. The third, Consort, employs four teachers and does work up to and including Grade XI. Six vans are used to convey the pupils. The attendance is regular and it is a very successful school."

(INSPECTOR J. C. BUTCHART, *Castor.*)

"The attendance in consolidated schools has changed very little during the year. In this Inspectorate there are thirteen consolidated schools. Five of these are one-room schools, and the others have two or more rooms. While these schools are doing a good type of work, the examination results, with the exception of Grade VIII, were not up to expectations in 1924. Teachers and pupils are both endeavoring to improve the records of their schools this year."

(INSPECTOR J. SCOFFIELD, *Foremost.*)

D. WORK OF TOWN AND VILLAGE SCHOOLS

"I cannot speak too highly of the work of the senior teachers in these village schools. They have the hardest work of any teachers in the Province. The conditions under which they have to work are sometimes not the best; limited materials at hand to work with, their classes generally small and practically every pupil requiring individual attention. Finally they may be in charge of four or five grades. Nothing short of indefatigable zeal and continuous industry enable these teachers to achieve the results they do and the village ratepayers in the Red Deer Inspectorate owe them a debt of gratitude."

(INSPECTOR A. R. GIBSON, *Red Deer.*)

"From the standpoint of passing students in the high school grades, several of the town and village schools did not have any marked success, as very few were successful with the Grade X and XI examinations. This failure naturally led to dissatisfaction and to a changing of principals. A greater effort is being put forth by the students now, and it is to be hoped that the results may be satisfactory. I do not think the lack

of success was due to the inefficiency of teachers, but rather to the students under-estimating the difficulty of the task before them."

(INSPECTOR W. J. McLEAN, *Trochu.*)

"The fact that pupils can get the first year, or first two years of high school work in the home school makes a greater demand on the towns and villages which are finding it difficult to provide for the children of resident ratepayers. The present scale of fees for secondary education is not adequate, but it is gratifying to report that the trustees in the towns are willing to provide educational facilities to the limit of their accommodation."

(INSPECTOR G. K. HAVERSTOCK, *Hanna.*)

"In the Inspectorate there are eight two-room, one three-room, and three town schools. In all these schools high school work is undertaken, Grades IX, X, and XI receiving instruction in the three-room consolidated school, and the town schools. As the attendance is usually large in the two-room schools the work is particularly heavy. In both graded and ungraded schools combined there are probably one hundred and twenty-five students receiving instruction in high school subjects. Considering the drawbacks in some parts of the Inspectorate this attendance would appear to indicate a very commendable attitude on the part of parents and pupils with regard to higher education."

(INSPECTOR J. F. BOYCE, *Bassano.*)

"Regarding the high school work in the towns and villages much can be said in praise of the effort being made, and in the face of most discouraging circumstances. The boards of trustees have followed a policy, whether consciously or unconsciously I do not know, of engaging as principals young, vigorous and enthusiastic men who are determined to make a success of their work. In most cases the equipment is most inadequate and laboratory accommodation non-existent; one teacher is held responsible for the whole high school course, the pupils of each grade receive a comparatively small amount of attention, yet in spite of this, also on account of it, as such work as this tends to eliminate the weak student—it is found that there is produced an alert, self-dependent type of person. In the larger centres the work is of a type that compares favorably with that done in any other school in the Province, and required on that account no further mention."

(INSPECTOR F. S. CARR, *Medicine Hat.*)

"Including the village schools in Coutts and Sterling there are seven schools teaching high school work up to and including Grade XI in this Inspectorate. In each of these all the high school work is taught by one teacher. As few teachers are specialists in all subjects, and as the equipment for the experimental sciences and the reference libraries for most subjects is not very complete, the students are not taught under the most favorable conditions. They are, however, receiving educational advantages here which they would probably have to do without had they to leave home to take up this work. Without exception these teachers are earnest and industrious and their work is quite up to the standard for schools of this type."

(INSPECTOR J. SCOFFIELD, *Foremost.*)

ATTENDANCE.

The school inspectors are the Attendance Officers for the Province, and as such are charged with the enforcement of the provisions of The School Attendance Act.

This work requires tact and good sound judgment. The inspector investigates each case of non-attendance brought to his attention. He consults the teacher, studies conditions, and endeavors to acquaint the parents with the requirements of the law, its reasonableness and

fairness to the children. It is still necessary to make a large number of prosecutions, but these are fewer as the requirements of the law become better understood. The following comments indicate that the Act is being well administered, all conditions taken into account:

"Outbreaks of epidemics of contagious diseases such as measles, scarlet fever and infantile paralysis in different parts of the Inspectorate, and at various times during the year, have also militated against school attendance.

"In spite of these local handicaps, however, the general attendance of pupils has been good during the year. To give a concrete illustration of this it may be noted that the average percentage of attendance of all ungraded schools inspected during the period from the 1st of February to the end of June was 85.76%, while that of the ungraded schools inspected during the last four months of the fall term was 86.75%.

(INSPECTOR M. O. NELSON, *Wainwright*.)

"Conditions adversely affecting attendance are (1) the home conditions, and (2) school conditions. In many cases the head of the home is a poor provider and fails to properly feed and clothe the children. Prosecution in such cases tends to aggravate the suffering of the children by depriving them of part of their scanty supplies."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"Teachers have in some cases issued exemptions where the issuance of such was questionable, but a growing interest is noted, and where this interest extends to the point of a visit to the parents by the teacher, the effort is marked by better mutual understanding, and very little further attention to the case is necessary."

(INSPECTOR X. P. CRISPO, *St. Paul*.)

"In the schools that operate for part of the school year there is a tendency on the part of a number of teachers to grant exemptions rather freely and without careful investigation of the particular need for acceding to the parent's request. On the other hand, a case was reported, where the refusal of the teacher was followed by an application to the justice of the peace, which resulted in the boy being granted an exemption for the full six weeks. The problem of the boy who is retarded and loses all interest in class-room activities, especially when grouped with younger children, is often met with and proves a delicate situation to handle, inasmuch as the pupil is not willing to return to school. The co-operation of the teacher in giving special aid and stimulation to these retarded cases, is the most effective agency in dealing with this phase of attendance work."

(INSPECTOR J. J. LeBLANC, *Westlock*.)

"Under instruction from the Chief Attendance Officer, however, I investigated a number of cases of non-attendance. I also gave attention to some cases referred to me by the teachers at the time of my inspection. In no instance did I find it necessary to make a prosecution. The parents, without exception, after an interview, caused their children to return to school, or to attend more regularly, thus removing the need for drastic measures."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"Certain difficulties are presented in the matter of enforcement of school attendance. What would appear to be a lenient view is very frequently taken by presiding magistrates in enforcement proceedings in determining the penalties to be imposed for infractions of The School Attendance Act. Parents who show inclination to exploit their children for personal advantage or for financial gain, are not impressed as to the magnitude of their wrong doing in their wrongfully detaining their children from regular attendance at school, when it is measured in terms of the very light penalty accorded to them. There is very frequently apathy shown on the part of your teachers (which should hardly be ex-

pected) as regards the part they should take and the efforts they should make in securing a high percentage of attendance. Frequently teachers are not able to state with any degree of accuracy the reasons why certain pupils, whose absence from school on different occasions is indicated in the school register, were not in attendance. Apparently no effort was made by them to ascertain the cause of such non-attendance or to make attempt to correct it."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The most unsatisfactory month is September. Children who are too young to be of use remain at home for the harvest operations, and often but a remnant of the enrolment is present at school. In several cases of this kind, warning notices were issued on the day the inspector discovered these conditions. The teachers reported on the cases each week for some time. Results are decidedly good.

"The number of persons receiving warning notices now is a small fraction of those receiving them five years ago. This year notices were received in but few districts. Eight prosecutions were made and convictions obtained. Four of these concerned pupils who claimed to be 15 years of age."

(INSPECTOR G. S. LORD, *Fort Saskatchewan*.)

"In two cases it was necessary to seek the aid of the Red Cross to help provide clothing. Where such conditions prevail it is hard to enforce the Attendance Act."

(INSPECTOR G. K. HAVERSTOCK, *Hanna*.)

"In many cases children had not sufficient clothing to brave the cold or chilly weather; with the failure of the crops comes as an accompaniment, lack of food with the resulting under-nourishment of the children; such children lack the stamina to resist cold and minor infections with the result that school attendance suffers. As long as present social conditions prevail, we must show patience with the children and parents—legal action would merely deprive the children of the very necessities of life or even remove the bread-winner to serve a term in prison, instead of paying a fine and the costs of the court."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

OFFICIAL TRUSTEESHIPS.

The Official Trusteeship is an effective instrument for the correction of bad conditions in a school district. It is employed only as a final resort, and only after the Minister is convinced that it is not in public interest to leave the management of the affairs of a district, in the hands of a local board of trustees. The measure is a temporary one, in all but a few unusual cases, and the earliest possible return to local control is always sought.

The Inspector is in all instances appointed when an official trusteeship is found to be necessary. He functions without expense to the district, and his services in this capacity have always been of an eminently satisfactory character:

"I was official trustee of but one school district during the year, viz.: Breedford No. 2792. The final debenture coupon was retired in February last, and as the building had been previously sold, nothing now remains to be done except to disorganize the district and appoint an official administrator to wind up its affairs. This will likely be done early in 1925."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"As Official Trustee I administered the affairs of ten districts. The necessity for these official trusteeships was due entirely to financial conditions. Six of these districts can now be turned over to local boards of

trustees, but there is an unwillingness on the part of the ratepayers to assume this responsibility. Four districts will have to be continued indefinitely."

(INSPECTOR L. B. YULE, *Peace River*.)

"There are only two of these in the Red Deer Inspectorate: Beaconsfield No. 3828, and West Saunders No. 3999. The former is not operating a school, there being an insufficient number of children, but is working under section 208 with two other districts. A mill-rate sufficient to take care of all expense is levied and I have instructed the secretary to hold an annual meeting and endeavour to elect a board.

"West Saunders is a mining camp and has not operated a school since last winter, when the coal strike commenced. At present I do not feel that conditions warrant opening a school, as the mine is not in full operation but only producing sufficient coal to take care of overhead expenses. In addition I am credibly informed that a neighboring mine, where a school is now running, a mile or so distant, intends to take over the West Saunders mine."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"The other district of which I have charge, has, on account of its serious financial conditions required a great deal of attention. I have found it necessary to close the school until some of the district's debt is cleared off and money in sight to warrant the engaging of a teacher."

(INSPECTOR J. A. FIFE, *Edmonton*.)

"At the present time I am the Official Trustee of three districts, two of which have been administered in this way since 1923. In one of these, the Beaupre Creek District, a school house is to be built in the near future, after which I hope it will be possible to hand over its administration to a board of trustees. In the fall I was appointed Official Trustee of the Bankhead School District, which had ceased operation and was without a board of trustees."

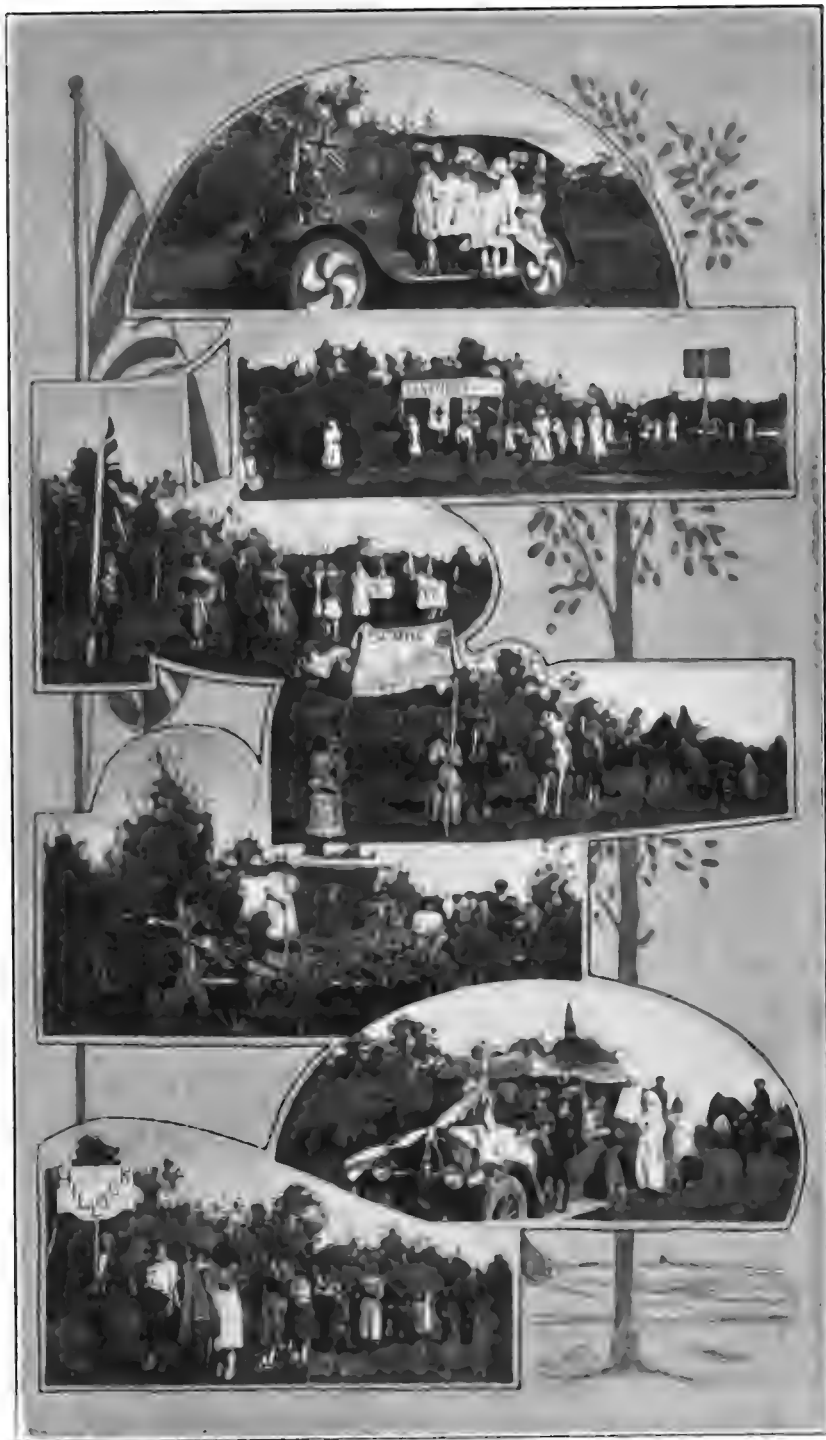
(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"At present there are ten districts under my administration as Official Trustee. Eight of them have now no children of school age, and as there are not people enough left in the district who are eligible to be trustees the management of affairs, naturally gravitated to the resident inspector. Considerable time and attention was devoted to these districts in connection with straightening up the district's affairs, conserving its funds, meeting some of its outstanding obligations when money was available, and in preparing the Annual Returns. In some cases I have sold part of the equipment and applied the proceeds to the Government loan or in part payment of outstanding obligations. One district has a family of five children of school age and is carrying on harmoniously in joint-operation with a neighboring district. The remaining district, Clemenceau, Consolidated, has required considerable attention. As there are still some complications in connection with the affairs of this district it may be several months before it will be advisable to return its management to a board of trustees."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"In only two cases are districts in the hands of an Official Trustee where there are sufficient ratepayers to form a board of trustees. In these cases the attitude was so indifferent and the finances in such shape that this condition was necessary. The other districts, whose affairs are administered in this fashion, have been abandoned, and lack of population has brought about this type of administration. The work of the Official Trustee is to secure schooling for the children of the district, to look after the property of the district, and to pay off all obligations. It is quite likely that after the spring exodus this work will assume more serious proportions."

(INSPECTOR F. S. CARR, *Medicine Hat*.)



RANFURLY SCHOOL FAIR, SEPTEMBER, 1924.

"During the year I have had twelve Official Trusteeships. These have included five Mennonite Colonies, five school districts in which there were either no children to attend school or an insufficient number of British subjects to act as trustees, and two which were held under Official Trusteeship by reason of the financial condition existing in the District. The operation of the majority of these schools has been carried on throughout the year. I was fortunate in obtaining capable teachers for the Mennonite Colonies and consider that these Colonies have had a successful year, both from the standpoint of operation and education."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"The emigration of residents with their children of school age from many districts has frequently left it impossible to find a sufficient number of eligible persons to form a trustee board. In a few cases successive crop failures have so broken the spirit and interest of these people that they will not stand for election to the school board nor attend school meetings. For this and other causes I am acting as Official Trustee in six districts, even though I succeeded during the year in having the administration in three districts transferred to Trustee Boards. All of these districts while continuing to provide educational facilities for the children of school age within their boundaries, are paying their way. In one instance where the number of children has been small we have reversed a \$600.00 deficit to a credit balance of \$800.00, and without more children come in in 1925 no school tax will be levied in the district."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

SCHOOL FAIRS AND SPORTS DAYS.

The consensus of opinion is that the school fair has great educational value, granted good organization and proper management. These fairs are increasing in numbers and in importance. The following comments are interesting:

"In connection with the school work a competition was held at Sedgewick and Hardisty centres in physical training as outlined on page 54 of the School Fairs Syllabus, two schools competing at the former center and eight at the latter. The exercises were well executed, the posture, carriage, and concerted action of the pupils being also uniformly good. It is to be hoped that competitions of this nature will continue to form a feature of these fairs in the future.

"A number of the teachers in and around Hardisty took an especial interest this year in the sports in connection with the annual school fair. The usual programme was much enlarged to include many additional events, and the whole programme was conducted in a much more systematic style than formerly."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"Four school fairs and sports days combined were held in this division. The work exhibited was of a high order and keen interest was shown in both fairs and sports. In each case an entrance fee for non-participants was collected and the proceeds devoted to prizes and expenses of the celebration."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"School fairs were held in Legal, Westlock, Clyde and Morinville during the month of September. The majority of the exhibits in school work were of a high standard and representative of all units in each association. The tendency to confine the preparation of the work to the few weeks immediately preceding the fair is particularly noticeable in localities where the fair organization is not completed before late spring. The events are well patronized and parents take a keen interest in the contribution of their children."

(INSPECTOR J. J. LEBLANC, *Westlock*.)

"Successful School Fairs were held during the month of September at Asker, Millet and Leduc. It was a matter of disappointment that the latter two places were unfortunate in the choice of their days. Leduc fared the worst in this respect, the weather interfering very materially with what would undoubtedly have been one of the best school fairs in the Province.

"I believe strongly in the educational value of the school fair when it is properly organized and conducted. The prize lists should be issued early in each year and the exhibits of school work should be of such a nature that they can be prepared during the course of regular class-room instruction. The preparation of exhibits, moreover, should be spread over a long period of time and should not be postponed until the last week or two before the School Fair takes place."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"At most of these fairs the school work was creditable, especially when the exhibits had been handed in at the end of June and were therefore the products of a year's work. In order that the school work side of these fairs may be completely successful it is essential that the pamphlet prepared and distributed at present in the spring, should be in the hands of the teacher on September 1st of the previous year."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"Our ninth Annual Sports Day was held in Stettler June 3rd. Seven hundred and thirty badges were distributed as prizes; First, Second, and Third, in the individual events. Volleyball games were held for the championships of the Inspectorate in Village schools, Boys; Village schools, Girls; and Rural schools, mixed. In the forenoon tests were held for the Athletic Badges; First, Second, and Third. In these the boys and girls competed not against one another, but for certain minimum standards in four events each, and won a badge or standing accordingly."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"In the early fall a considerable time was spent on School Fair work. Fairs were held at Dog Pound, Carstairs, Didsbury, Olds, Mayton, Sundre, Innisfail, and Markerville. At one or two of these the exhibits were good, but at others the quality and enthusiasm of former years was lacking.

"The general management of the fairs was under the control of the School of Agriculture, the instructors of which attended to the grains, vegetables and live-stock, while the school work was judged by the local school inspector and his assistants."

(INSPECTOR R. H. LIGGETT, *Olds*.)

"The success of a school fair depends very largely on the enthusiasm of the committee and an untiring secretary-treasurer. A committee composed entirely of laymen and women is not desirable, neither is one composed mainly of teachers; but at those points where the most successful fairs were held the committee was composed of an equal number of laymen and teachers, who were fortunate in securing the services of an enthusiastic secretary-treasurer. The hearty co-operation of the school boards is also essential to the success of the fair. Many boards as yet adopt an indifferent attitude towards the school fair and do not appreciate the educational advantages of such an organization. I am still of the opinion that the school fair should be encouraged, and I look forward to the time when every district is included in the organization of some school fair unit."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"School fair centres within this Inspectorate have been established at Camrose, Bawlf, Strone, Killam, New Norway, Round Hill and Ryley. The number of schools associated with each center varies from four to eighteen. While from year to year the number of exhibits may vary there is steady progress in the quality of the exhibits, whether vegetables, live-stock, school work, or household economics be considered. The progress in the quality of the school work coming under my observation

was particularly gratifying. The interest of pupils and parents and ratepayers of districts participating was well maintained. The school fair project may be made to function very beneficially in any district in which the teacher is alive to the possibilities of the service it may render from a community standpoint as well as a school enterprise."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"School fairs were held in eight centres in the Inspectorate. No fair was held in Lamont, but a new one was organized at Andrew, making the same number of fairs as in 1923. The fair at Andrew had very superior exhibits in the Art and Cattle sections. The other fairs were fully up to the standards of other years. The exhibits were better arranged this year than ever before. The time has come for broadening the list of school exhibits. At present the work in Art and Manual Arts occupies much too prominent a place relatively. Many other phases of school work can be introduced profitably into the Prize Lists."

(INSPECTOR G. S. LORD, *Lamont*.)

"Five successful school fairs were held at Bassano, Cluny, Brooks, Standard and Hussar during the latter part of September and early in October. There can be no doubt about the educational value of the school fair from the viewpoint of both the Department of Education and the Department of Agriculture. Fairs held, however, late in September exercise a disturbing influence upon the regular work of the school."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"There is a growing tendency to give prominence to athletics and play in the rural schools as well as in the city and town schools. In these rural schools, fine supervision of playtime is carried on and in many cases a special field day is held during the autumn months. In Medicine Hat there is, among the teachers, a growing appreciation of the value of play direction as a factor in character development and in social adjustment. It is realized that there is laid on the school the responsibility for supervision of the child not only during the period that the child is under the eye of the teacher in the room, but also when the child is acquiring habits of self-discipline and social behavior on the play-ground. The work is being carried on with a maximum of direction by the pupils themselves—the teacher rarely appears as the actual director of play activities. The result has been that the development of spontaneity in play has proceeded along normal lines, that bookish children have developed a natural interest in play and that a social condition has come into existence that has left no place in the school for certain unwholesome growths dreaded so much in the ordinary type."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"During the fall school fairs were held at Barons, Travers, Taber, Magrath, Raymond and Coaldale. Crop conditions had a great deal to do with the success of these fairs. The first three were less successful than usual in the matter of exhibits and interest shown, but the last three were an improvement upon the previous fairs held in these centres. There is no question but that the holding of School Fairs is a popular movement and when once started they will carry themselves along with very little outside direction, but their success nevertheless is determined at all times by the agricultural conditions of the surrounding country. The usual Field and Sports Day was held in the City of Lethbridge and proved a very successful event. In the other centres no special sports day was held other than that a portion of the School Fair was given over to a sports programme."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

"Seven school fairs took place this year, one less than last. Considering the unfavorable agricultural conditions the display of vegetables and grains was surprisingly good. The exhibits of live-stock were much better than last year. The display of school work was creditable."

(INSPECTOR J. C. BUTCHART, *Coronation*.)

"On the western side of the Inspectorate, Warner, New Dayton and Lucky Strike, all held good school fairs, in spite of somewhat unfavorable weather. At the latter two places the exhibits were of good quality and the arrangement was an improvement on that of former years. This was Warner's first attempt to hold a fair, and they are now enthusiastic for an exhibition on a larger scale next year. The Fair at New Dayton was a combined community effort and received strong support from the local Farm Women's organizations. At Lucky Strike a varied Sports programme and a keen competition for the Strathcona shield in Physical Training were interesting features. On the eastern side of the Inspectorate the dry season of 1923 affected few school activities more seriously than the school fairs. Field and garden crops were a failure and no fairs were held."

(INSPECTOR J. SCOFFIELD, *Foremost*.)

CONVENTIONS OF TEACHERS.

Conventions stimulate the work of the class-room. They afford an opportunity for an interchange of ideas. Local conventions are held in the fall term in every Inspectorate.

"A joint convention of the Edmonton Rural, Onoway, and Westlock Inspectorates was held in the McKay Avenue School, Edmonton, on November 6th and 7th, with fifty per cent. of the teachers from my inspector division in attendance. A heavy snowfall before this date accounted for the absence of a number of teachers who had expressed their intention to be present. The programme emphasized the practical phase of class-room work and received the full endorsement of the teachers present."

(INSPECTOR J. J. LEBLANC, *Edmonton*.)

"One of the weaknesses of teachers' conventions is the lack of continuity in the work which they undertake. An effort was made, this year, to overcome partially at least, this drawback in connection with the Wetaskiwin Convention. Follow-up committees were appointed to study further the problems of busy work and time-tables for rural schools. Their reports are to be presented at the next meeting of the teachers of this Inspectorate, and are to take the form of model programmes and lists of seat-work for distribution among those who are in charge of ungraded schools. It is thus hoped that more practical benefit will be derived from the annual gathering of teachers than would otherwise be the case."

(INSPECTOR E. L. FULLER, *Wetaskiwin*.)

"In accordance with the usual custom the local convention was held in Lacombe, Red Deer having been the meeting place in 1923. Despite the inclement weather just prior to Thanksgiving there was a representative gathering of teachers, and interesting discussions took place. One feature of the convention was the visit to the Dominion Experimental Farm. The Superintendent having in mind the public school course in agriculture, took the teachers over the farm, and what they were shown was of intense practical value."

(INSPECTOR A. R. GIBSON, *Red Deer*.)

"No Institutes were held, but a Teachers' Convention and a Trustees' Convention were held for the Inspectorate. About one hundred and fifteen teachers attended the former. They were well pleased with the programme and quality of the papers given. On Friday afternoon they divided into sections: High School, Grades VIII and VII, etc. This proved so satisfactory that they have asked for a whole day of it for next year. Owing to the condition of the roads the attendance at the Trustees' Convention was small, sixteen being out. The discussions were of a very high order and a generous spirit was shown. In the evening a joint

banquet was held by the trustees and teachers. Over one hundred attended. The speeches were of a high order, reflecting great credit on both teachers and trustees."

(INSPECTOR P. H. THIBAUDEAU, *Stettler*.)

"A teachers' institute was held at Vulcan on Friday, November 7th. At this meeting only inexperienced teachers were present, that is, those teachers who were teaching their first school. The expression of opinion of those attending was that the institute was helpful and I regret that time did not permit of my arranging for a series of institutes that would have included the teachers of every rural district in the Inspectorate."

(INSPECTOR J. A. MACGREGOR, *High River*.)

"A two-day convention was held in Calgary on the 16th and 17th of October. The attendance was unusually good, 113 teachers being present. In order that the convention might be more valuable to teachers of high school work the executive set apart one morning for a discussion of high school topics. At this session, Mr. J. A. Smith, the High School Inspector, was present and answered questions relative to the new Course of Studies, organization of work and teaching methods. Mr. W. A. Stickle, Mrs. H. A. Wright, and several of the teachers gave interesting talks on various phases of school work."

(INSPECTOR F. G. BUCHANAN, *Calgary*.)

"The teachers of the Camrose Inspectorate and of those portions of inspectorates conveniently located to Camrose, assembled in convention in the Normal School on November 6th and 7th. One hundred and thirty teachers registered. An interesting and helpful programme was carried out. Provision was made for the teachers specially interested in High School work to assemble in special session. Miss Crawford, of the Ed-Edmonton High School staff, gave an exceptionally able and inspiring address on the teaching of History as outlined for Junior High School work. A public meeting was addressed very acceptably by Dean Howes of the University of Alberta."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The Annual Convention was held at Fort Saskatchewan. The aim was to secure a more intimate acquaintance with the new Course of Studies and to arrange for uniformity throughout the Inspectorate. To this end one committee made selections, to suit the means available, of supplementary Readers, and another committee laid down a monthly programme of the Nature Study Course. Mr. G. Fred McNally, M.A., Supervisor of Schools, was very helpful with the revised Course in Citizenship, and Miss Christine Dyde, M.A., with the non-English work. The High School section came to grips with the new course in Grade IX History and General Science. The purpose was to furnish real assistance to the teachers of rural schools which offer such instruction. More than 100 teachers were present. Attention and interest were unusually well sustained. A very enjoyable banquet and dance was tendered by the ladies of the town and the staff of the Fort Saskatchewan school."

(INSPECTOR G. S. LORD, *Fort Saskatchewan*.)

EVIDENCES OF PROGRESS AND ADVANCEMENT IN DIFFERENT INSPECTORATES.

"The Indian children continually demonstrate their ability to study with success all the subjects in the curriculum, but are at a serious disadvantage in not having teachers with Normal School training. Instruction has been made available for nearly all children of school age on the Peigan Reserve, but on the Blood Reserve educational facilities have hitherto been within reach of only about fifty per cent. The Dominion Government has just completed a \$200,000 school building there, and a much larger enrolment may be expected at the beginning of the year."

(INSPECTOR J. MORGAN, *Macleod*.)

"I might briefly instance three proofs of the interest taken in educational matters in this Inspectorate during the past year:

"1. The demand on the part of trustee boards for well qualified teachers. One permit teacher taught in the Inspectorate in 1924.

"2. The general, sustained effort to maintain yearly schools.

"3. The number of students in town and country who are availing themselves of the opportunity of obtaining secondary education."

(INSPECTOR M. O. NELSON, *Wainwright*.)

"The most outstanding evidence of progress in this division is found among the New Canadians. In 1923 and 1924 practically all these schools appointed as secretary some influential Ukrainian living a long way from the district and left the running of the school largely in his hands. He was usually enthusiastic for the teaching of Ukrainian and managed to secure a teacher whose primary qualification was the ability to speak the Ukrainian language. In meeting the trustees I managed to suggest that a secretary on the ground was very desirable. Some changes took place before the end of the year and prospects for 1925 are that all of these districts will have for secretary some one living in or close to the districts. There are other evidences that trustees in these districts are awakening to the necessity of their children acquiring a good knowledge of English. The period of operation of their schools was longer this year than formerly."

(INSPECTOR H. R. PARKER, *Vermilion*.)

"Boards of Trustees are not accepting 1924 periods of operation or results of instruction as the best that can be obtained. Boards are making a more insistent demand for experienced teachers and they are endeavoring to assist teachers to make their efforts more effective. They are working along co-operative and constructive lines to enlarge the opportunities offered by an efficiently conducted school. Four established districts have planned to add additional rooms during the coming year. From this attitude it is safe to predict that in 1925 there will be greater activity and progress along educational lines than ever before."

(INSPECTOR L. B. YULE, *Peace River*.)

"The most important advance made in education was the increase in the number of days that the outlying rural districts operated in 1924. This was probably due to the improved financial conditions owing to the good crop of 1923.

"In only one particular am I doubtful about the outlook for 1925. The unfortunate crop conditions may have the effect of again curtailing the operation in outlying districts, but, if the policy of making special grants is continued, this curtailment may be reduced to a minimum and the year 1925 be made as successful as the present year."

(INSPECTOR A. R. GIBSON, *Red Reer*.)

"I am of the opinion that book and class-room education has been given consideration at the expense of other forms of improvement, and I have tried during the year to encourage trustees, teachers and pupils to improve the school grounds and surroundings. There is a renewal of a desire to make surroundings more congenial. The start is being made in village districts. The Irricana, Beiseker, Trochu, and Delburne districts have increased the area of their grounds, so that they have now ample space for all school games, and room for trees and shrubs as well. Trees and shrubs are being planted, and it is promising to see the community spirit shown in this work as the people of the districts turn out with their teams and work with a zeal to prepare the grounds for the trees, to remove the barrenness so noticeable in our prairie towns and villages."

(INSPECTOR W. J. McLEAN, *Trochu*.)

"Several factors show that educational matters are getting increased attention and support from the general public. The teachers have cheerfully taken on high school work in rural schools with but small extra remuneration. Grade VIII work is frequently given time after school

hours and on Saturday with no extra pay. The teachers are anxious enough for the success of the classes to donate this work and time. School operation in all but three schools was very satisfactory. The compulsory attendance enforcement gave but little trouble. In all of these lines—advanced work, operation and attendance—1925 would seem to promise still better results."

(INSPECTOR P. H. THIBAudeau, *Stettler*.)

"The encouraging features of the year's work, are—

"(1) The possibility of increased efficiency in the teaching service of the Inspectorate because of the employment in its schools of a very large percentage of teachers fully qualified academically and professionally.

"(2) The higher percentage of attendance in a large number of schools as attested by the school registers.

"(3) The more intelligent use and the keener appreciation of the Course of Studies, on the part of teachers, resulting in a brighter and a more appealing presentation of the various subjects outlined in the course.

"(4) The increasing demand on the part of rural pupils for provision for school facilities which will enable them to devote at least one or two years to high school studies."

(INSPECTOR J. W. RUSSELL, *Camrose*.)

"The outstanding work of a constructive type for 1924 was in connection with the establishment of seven two-room schools. In six non-English schools enrolments became so heavy that one teacher was unable to perform the work satisfactorily. Public meetings were held and the ratepayers in each district agreed to the establishment of a second room.

"One very small district, by no means well-to-do, was already paying a school tax of \$40.00. The year 1925 should see the final accomplishment of this necessary advance. These schools will offer a very favorable opportunity for fairly rapid progress by the pupils since the enrolments are large only in Grades I and II. In three other schools enrolments are now excessive, and in several others they are likely to become so."

(INSPECTOR G. S. LORD, *Fort Saskatchewan*.)

"The one outstanding evidence of progress in the Inspectorate during the year was the erection of a fine four-room, well appointed, brick school in the town of Brooks. While the dry area has experienced a great struggle the rest of the Inspectorate has steadily maintained its own. The prospects for the current year in the dry area are rather depressing and discouraging."

(INSPECTOR J. F. BOYCE, *Bassano*.)

"Let me draw attention again to significant factors indicating this, viz.: the great improvement in the use of English in the New Canadian Schools, the raising of the minimum school year in almost all cases to six months, and development among the districts of self-reliance as shown by the decrease in requests for financial aid."

(INSPECTOR F. S. CARR, *Medicine Hat*.)

"With reference to evidences of progress, advancement, and operation for 1925, this has been fairly well indicated in previous paragraphs. Unfortunately the outlook for a larger section of the Lethbridge District in rural sections is not promising, but the situation is somewhat relieved by the good conditions prevailing in the south-east portion of the Inspectorate."

(INSPECTOR A. J. WATSON, *Lethbridge*.)

The school inspectors have always exhibited the right spirit toward the duties and responsibilities of their office. They have earnestly sought to adjust themselves to the recent changes, and keep the service up to a high standard of efficiency. The conscientious man requires no artificial stimulus in this work. His own sense of its tremendous significance furnishes strong pressure from within to

do his best. The needs of the children, and the many things to be done to serve their best interests, supply a steady impetus, from without, to better endeavour on his part.

As things stand to-day in Alberta, the inspector is a very busy man. Annual returns, ratepayers' meetings, operation of schools, preparation and review of departmental examination papers, and the inspection of High and City schools, more than occupy his time in the winter months. Inspection of town schools follows, and as soon as roads are fit he is out on his field, inspecting two schools a day, conferring with school boards, making investigations, looking after attendance and numerous other matters associated with the work of his schools. At the close of the spring term he is requisitioned for examination work, which in the case of some men, occupies so much of the holiday period that they must be on their fields again without an intermission. Some men are forced to devote *all* of the time to work, and are even then unable to keep fully abreast of it. Inspection of schools is peculiar in that the more thoroughly it is done, the more it uncovers, which should be done.

The work has its compensations, but it is respectfully submitted that the inspectors do not have the opportunity for study and self-improvement which is available for those in other branches of educational work, such as the University, the Normal Schools, Technical Schools, and regular Public Schools, though it is actually more necessary in the case of the inspectors. If inspectors are to continue to be efficient, some plan must be devised whereby members of the staff can be released, from time to time, for the purpose of following up some special work, or making some observations in schools in other places, in order that they may keep themselves well informed concerning the best in educational theory and administrative practice.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,

Chief Inspector of Schools.

REPORT OF CHIEF ATTENDANCE OFFICER

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report dealing with the enforcement of The School Attendance Act during the year 1924.

In the enforcement of The School Attendance Act during the year 1924, there were 1,856 preliminary letters addressed to parents. As a result of these letters it was found that in 1,065 cases the children returned to school within ten days, while the reports indicated that in 212 cases the absence of the children was excusable on account of sickness; in 111 cases the children had removed from the school districts without the knowledge of the teachers; in 17 cases the children were excusable on account of being over or under the compulsory school attendance age; in 27 cases the school closed before the reports could be received from the teachers; in 23 cases certificates of exemption were granted for work in accordance with sub-section 2 of Section 6 of The School Attendance Act, thus excusing the children from attendance within the ten days following the preliminary letter. In 34 cases no reports were received at all from the teachers following the preliminary letters, and in 367 cases further attention was shown to be required.

During the year it became necessary to issue to parents a total of 2,001 final Warning Notices. Of these, 1,841 were issued on preliminary letters sent to parents before the beginning of 1924 and 160 to parents who had during the year 1924 been served with preliminary letters. In 1,178 cases the children returned within the stipulated time provided for in the Warning Notice, and at the end of that time the teachers reported children unable to comply with the Warning Notices in 208 cases on account of sickness; in 74 cases children had removed from the school districts, while in 17 cases the children had reached the maximum age provided for in The School Attendance Act, and in 31 cases the school was closed, thereby excusing the child from complying with the law. In 38 cases certificates of exemption for work in accordance with sub-section 2 of Section 6 of The School Attendance Act had been granted either by the teacher or Justice of the Peace thus legalizing the detention of the child on account of whose irregular attendance Warning Notice had been issued; in 53 cases reports were not received from the teachers following the Warning Notice up to the end of the year, while in 402 cases further attention will be required, and this will be given during the year 1925.

The total number of cases referred to the Inspectors during the year was 385. The number of prosecutions resulting from the In-

spectors' investigations was 82, in 77 of which convictions were procured. Of the others two children were found to be fifteen years of age, one provided a medical certificate showing physical unfitness for school attendance, and in the other two, while the children did not attend as required by law, their absence was shown to be due to the illness of their mothers and the Magistrate dismissed the cases without imposing a fine.

The enforcement of The School Attendance Act in Cities and Towns was carried on by local Attendance Officers and the monthly reports received from these officials indicate that during the year 23,487 cases were investigated, and in 505 cases Warning Notices were issued resulting in prosecutions in 64 cases and convictions in 63. The number of work certificates granted in City and Town schools of the Province during the year is given as 246, which shows an increase of almost one hundred per cent., the number granted during the previous year being 126. The percentage of attendance maintained in the Town and City schools during the year was satisfactory with the few exceptions above mentioned.

The following quotations from Inspectors' reports for the year would indicate that on the whole The School Attendance Act is being well observed throughout the Province:

"Few flagrant breaches of The School Attendance Act came under my notice during the year. Of these I prosecuted three in the early spring, securing convictions in all cases. Whether or not these served as a warning to others who might have been offenders against the Act I do not know, but no further prosecutions had to be made during the year."

"The law respecting attendance is effective; and in most cases a warning letter brought results."

"Teachers have in some cases issued exemptions where the issuance of such was questionable, but a growing interest is noted, and where this interest extends to the point of a visit to the parents by the teacher, the effort results in mutual understanding, and very little further attention to the case is necessary."

"The average percentage of attendance of all ungraded schools inspected during the period from the 1st of February to the end of June was 85.76%; while that of the ungraded schools inspected during the last four months of the fall term was 86.75%. These results have been carefully worked out by taking, at the time of inspection, the percentage of attendance of each ungraded school for all the months of the term preceding the one in which the inspection was made, and then striking the general average at the close of the term. It may further be noted that ninety-eight districts reached a percentage of over ninety for one or more months during the year."

"I think that it may safely be said that the very large majority of parents in this Inspectorate have the proper sense of responsibility with regard to the attendance of their children. I have tabulated the attendance gradings made on 218 visits in 1924 and the following percentages were found: Excellent 11%; Very Good 27%; Good 46%; Fairly Good 5%; Fair 4%; and Poor 7%. From these it will be seen that in 84% of the districts visited the attendance was decidedly good, and in only 7% was it poor. This figure of 7% would probably be reduced to about 4% as some of the districts reported Poor were visited twice."

OPERATION.

During the year besides dealing with the enforcement of The School Attendance Act, the Attendance Branch of the Department kept the records with respect to the operation of schools throughout

the Province and dealt with the approval of agreements for operation under Section 208 of The School Act. Caring for this service entailed considerable correspondence with school boards and Inspectors.

Teachers are required to report one month in advance of the termination of their engagement when forwarding their monthly attendance returns to the Attendance Branch of the Department. On receipt of information of the termination of any teacher's engagement the information was immediately forwarded to the Inspector of the district so that he might be enabled to inquire into the possibility of further operation of the school during the year and assist the board in its endeavor to secure a teacher, and where financial conditions were the cause of cessation of operation, to recommend a special grant for the continuance of operation if in his opinion the circumstances warranted it.

With respect to the operation of schools throughout the Province during the year, I beg to submit the following information:

The records show that during the year 1924 there were under The Educational Tax Act nineteen school districts. These were placed under the operation of that Act because of the fact that there were no children remaining within their bounds and no liabilities requiring local assessments. The records reveal as well that there were twenty-five additional districts in which there appeared to be no children of school age. It will be necessary to inquire carefully into the obligations of these districts to ascertain whether or not any of them should be added to those already under The Educational Tax Act and this will receive the early attention of this Branch of the Department. The records show that 154 school districts actually operated in conjunction with other districts under Section 208 of The School Act, that is by paying for the tuition of the children within their bounds in the school of some other district and providing in most cases for the conveyance of the children to school where the distance exceeded three and one-half miles.

In the case of one school with nine children, the school was closed throughout the entire year because of financial disability, while in some one hundred districts the schools did not operate for a variety of reasons, including small number of children, lack of school building, distance to a school which was actually operating, together with financial inability to provide for the few children in most cases to board and attend school away from home. A considerable number of these districts are recently erected districts, and the cause of non-operation will be remedied by the building of schools at an early date.

The tables included in the statistical section of the Annual Report will show that the average length of the operation of graded schools during the year ended June 30th, 1924, was 192.8 days. For the previous year it was 191.94 days, showing an increase of .86 days. In ungraded schools the average length of operation during the year ended June 30th, 1924, was 174.76, while the previous year it was 174.45, showing an increase of .31 days. During the year ended June 30th, 1924, the percentage of attendance per enrolment in graded schools showed an increase of .96 and in ungraded schools of

3.27, and the average number of days attended in graded schools showed a decrease of .01 while in ungraded schools there is shown an increase of 3.77.

The following comparison for the past three years shows that the percentage of operation per month and the percentage attendance per month has gradually increased.

For the year ended June 30th, 1922, the percentage of operation of schools is given as 85.27; for the year ended June 30th, 1923, as 88.4, and for the year ended June 30th, 1924, as 89. For the corresponding years the percentage of attendance per month is shown to be 85.61, 86.42 and 87.25.

The total enrolment for all schools within the Province is shown to have decreased during the year ended June 30th, 1924, by 672 pupils. While that is true the increase in the high school grades over the previous year is shown to be 1,184.

From the information above given it is evident that both operation and attendance in the rural schools has gradually improved. and that a larger number of pupils in the schools of the Province are taking advantage of secondary education.

I have the honour to be, Sir,

Your obedient servant,

D. C. McEACHERN,
Chief Attendance Officer.

REPORT OF SCHOOL LIBRARIES AND FREE READERS BRANCH

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the following report of the School Libraries and Free Readers Branch for the year 1924.

The Legislature in 1923 amended the Grants Act in such a way that schools participate in the Library Grant only during the first six years of their operation. In 1923 about sixty per cent. of the accounts with the older districts were closed out, and the balance during the year just ended. Thus, while the Branch will always be glad to serve any school in the matter of library supplies at any time, for the present only about six hundred schools will be able to qualify for book grants under the Act as it stands. At the end of the year 1924, there were in operation in the Province 3,027 school districts with organized libraries, each city being regarded as one district, though as in the rural districts, each urban school has its independent library.

The value of books furnished in lieu of Library Grant during the past year was \$33,314.64, the number of districts receiving library books in this way was 2,804, and the number of volumes distributed was 46,662.

During the past year 585 shipments of library books went forward by express, 72 consignments by freight, and 2,147 by parcel post.

The Grants Act provides that an initial grant of books to the value of \$15.00 shall be furnished to districts immediately upon their coming into operation. Twenty-four school districts received this grant, and so the nucleus of a school library during the past year. The majority of these districts have now qualified under the Act, and will, in the near future, receive a fairly substantial grant in library books. During the past year a catalogue of all books recommended for use in school libraries, containing upwards of one thousand titles, including books prescribed for teachers' reference, was mailed to each teacher in the Province.

Our library catalogue contains a wide selection of books covering such subjects as Agriculture, Biography, Botany, British and Canadian History, Industry, Travel, Manual Training, Nature Study, Music, Art, Science, etc. These books have been selected by educational experts. Recently there has been an unusually heavy demand for books on Agriculture, Art, Hygiene and Nature Study. Our list

includes not only all the books listed as desirable for supplementary reading in both Elementary and Secondary School Courses, but a select list of reference books for teachers as well.

A special effort is made through the Libraries Branch to meet the needs of non-English communities. When grants are being paid, books which present few language difficulties are selected. Then a few books on such subjects as Civics are included in the hope that they may reach the adults of the district. To assist the teachers of such districts we recommend for their own use such books as "The Handbook for New Canadians," by Alfred Fitzpatrick, "Spelling and Language Lessons for Beginners in English," by W. J. Sisler, "English for Coming Citizens," by H. H. Goldberg.

Test material, for testing the intelligence of children, covering the subjects of Arithmetic, Reading, Writing and Composition, has, during the past year been in considerable demand. The following standard tests are kept in stock at all times: "Courtis Standard Research Tests in Arithmetic," "Munroe Silent Reading Tests," "Munroe Standardized Reasoning Tests in Arithmetic," "Ayer's Hand-writing Scales," and "Nassau Composition Scales."

The Normal Schools of the Province and the various school boards purchase books through this office, as we are in a position to give them far better prices than they themselves could obtain on the open market.

ALBERTA EDUCATIONAL ASSOCIATION.

At the Convention of the Alberta Educational Association held in the city of Calgary early in the year, a display was made of the books carried in stock by the Libraries Branch. In this way the service which the Branch is prepared to give the teachers, was brought forcibly to the attention of a large section of the profession. Practically every book carried was on display, and the opportunity for examination thus given was particularly welcomed by the teachers from the southern part of the Province, who, on account of distance, do not find it convenient to visit the School Libraries Offices. Through conversations with teachers it was possible to learn of the use made of the school libraries and to get valuable suggestions for the improvement of the service. As was to be expected the value of the library increases rapidly as one goes farther from city and town centres, into remote and isolated neighborhoods. Here books are scarce in the homes; public libraries are unknown, and through absence of social activities much time is available for reading. The results obtained from the display at the Convention measured in terms of increased business emanating from the teachers, surpassed all expectations.

Five years ago the policy of carrying special reference books for teachers was adopted. The following figures will give an idea not only of the wisdom of the policy, but the extent of the service rendered. During the first year sales of special materials ordered by mail for the direct use of teachers amounted to \$400.00. The same business in 1924 amounted to \$8,123.64.

The School Libraries Branch during a Teachers' Convention held in Edmonton or during the session of the Summer School for Teachers, is always the meeting place of a great proportion of the teachers. To give some idea of the number of teachers who visit this office in search of material, it is only necessary to say that \$2,259.95 represents the cash sales made to teachers here in the School Libraries Branch during the past year, covering small sales of twenty-five cents upwards to two or three dollars. On a Friday, and particularly on a Saturday morning, the whole staff of this Branch have to devote practically their entire time to assisting members of the profession in locating material covering the many subjects upon which information is desired.

The "Mail Order" section of this Branch endeavors to give service by return mail, and its rapid development has been due to the prompt service it has been able to give to the profession. During the past year 5,035 parcels of books have been forwarded by mail through this section of the Libraries Branch.

The value of business transacted by the payment of Library Grants and sale of special books to teachers and school boards during the past year was \$44,861.49.

This Department also supplies to the Indian Schools of the Province, books requested by the Department of Public Printing and Stationery at Ottawa. Books required by students enrolled in the correspondence classes under the direction of the Supervisor of Schools, are also furnished by this Branch.

A school containing a carefully selected library is a great source of pleasure and information to a community, and with a constant addition of books on a wide range of subjects, the school naturally becomes the social as well as the educational centre of the district. It is the aim of this Department to encourage development along these lines, and the many letters begging for the further payment of grant and of appreciation of books received, gives ample and gratifying evidence that a real and helpful service is being rendered by this Branch of the Department's work.

DISTRIBUTION OF CANADIAN READERS.

The Free Readers Branch of this Department has distributed to schools during the past year the following books:

Book 1	Book 2	Book 3	Book 4	Book 5
26,351	22,612	22,713	21,531	30,442

The books are distributed in the schools to students in the grades as follows: Book 1 for Grade I, book 2 for Grade II, book 3 for Grade III, book 4 for Grade IV, and book 5 for students in Grades V and VI. The book prescribed for students in Grades VII and VIII entitled "An Introduction to Literature," is not carried in stock by the Branch, and is only procurable by the student or school board through a local dealer. The distribution of these readers dur-

ing the past year entailed the dispatching of 3,615 parcels by mail, 1,782 parcels by express, and 61 consignments by freight.

The new readers were distributed to the rural schools only for the school year 1923-24. Beginning with the fall term 1924 they were authorized for all schools, and each child in the Province is now so equipped.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,

*Manager School Libraries
and Free Readers Branch.*

REPORT OF DEBENTURE BRANCH

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the report of the Debenture Branch for the year 1924.

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1924.

Authorized by Board of Public Utility Commissioners, 43 issues.....	\$223,025
Registered by Department of Education.....	\$379,910
Registered in 1924 but paid by purchasers in 1925 (Riverside).....	4,000
Total amount of Debentures taken delivery of by purchasers during 1924.....	\$375,910

BOND SALES

SOLD THROUGH DEBENTURE BRANCH:

.778% of total number of issues sold were disposed of through the Debenture Branch.

15 Village issues	\$102,200
27 Rural issues	40,710
42 Issues	\$142,910
Less 1 Rural issue sold in 1924, but proceeds not available until 1925.....	4,000
	\$138,910

SOLD DIRECT BY SCHOOL DISTRICTS:

.222% of total number of issues sold were disposed of direct by the School Districts.

3 City issues	\$174,000
1 Town issue	24,000
7 Village issues	36,000
1 Rural issue	3,000
12 Issues	\$237 000
	\$375,910

TOTAL OF 1924 SALES

3 City issues	\$174,000
1 Town issue	24,000
22 Village issues	138,200
28 Rural issues	43,710
54 Issues	\$379,910
Less 1 Rural issue sold in 1924 but proceeds not available until 1925	4,000
	\$375,910

AVERAGE BASIS ON WHICH DEBENTURES WERE SOLD

1 Town issue	6.92%
22 Village issues	6.799%
28 Rural issues	7.047%
All issues	6.98%

NUMBER OF CONTRACTS FOR ERECTION OF RURAL, VILLAGE AND
TOWN SCHOOL BUILDINGS APPROVED BY DEBENTURE
BRANCH, DEPARTMENT OF EDUCATION, 1924.

ONE-ROOM SCHOOLS

DEPARTMENTAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (24 pupils)	1	\$1,030.55	\$1,030.55
A-2 (23 ")	2	2,587.00	1,293.50
A-2A (23 ")	1	2,400.00	2,400.00*
A-3 (24 ")	1	1,800.00	1,800.00
A-5 (40 ")	1	1,514.00	1,514.00
A-6A (40 ")	1	1,880.00	1,880.00
A-6B (40 ")	2	5,330.00	2,665.00
A-7 (40 ")	1	1,620.00	1,620.00
A-8 (40 ")	1	2,132.00	2,132.00
A-12 (30 ")	1	1,900.00	1,900.00
A-13A (29 ")	1	1,900.00	1,900.00
A-14 (29 ")	1	2,075.00	2,075.00
A-14A (29 ")	1	2,717.90	2,717.90
A-B1 (40 ")	1	1,660.00	1,660.00
Special Plan	2	3,640.00	1,820.00

*With basement.

SPECIAL CASES.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1A (amended)	1	\$1,000.00	\$1,000.00
A-15	1	192.00	192.00
A-16 (amended)	1	250.00	250.00

Labor or material supplied by the School District.

TEMPORARY BUILDINGS.

Plan	No. of Bldgs.	Total Cost	Average Cost
A-9 (amended)	1	\$ 235.00	\$ 235.00

SCHOOLS DESTROYED BY FIRE.

Maple Tree No. 3592.

Empress No. 3145.

Skiff Consolidated No. 58.

Westlake No. 3593.

Throne No. 2121.

Golden Prairie No. 2223.

TWO-ROOM SCHOOLS

DEPARTMENTAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
B-1 (80 pupils).....	1	\$3,950.00	\$3,950.00
B-5B (80 ").....	1	4,000.00	4,000.00
B-6 (80 ").....	1	5,411.30	5,411.30

FOUR-ROOM SCHOOLS

SPECIAL PLANS.

Plan	No. of Bldgs.	Total Cost	Average Cost
Frame	1	\$19,600.00	\$19,600.00
Brick	2	36,314.00	18,157.00
Brick and tile.....	3	64,984.00	21,661.33

ADDITIONS AND ALTERATIONS.

Plan	No. of Bldgs.	Total Cost	Average Cost
One-room addition	2	\$ 2,093.50	\$ 1,046.75
Two-room addition and alterations.....	1	10,086.00	10,086.00
Other additions and alterations.....	3	2,083.00	.....

IMPROVEMENTS AND REPAIRS.

Plan	No. of Bldgs.	Total Cost	Average Cost
Districts issuing Debentures for purpose of improving and repairing school premises	5	\$7,636.00	.....

BUILDINGS PURCHASED.

Plan	No. of Bldgs.	Total Cost	Average Cost
Buildings purchased and remodelled for school purposes	2	\$4,150.00	.....

SUMMARY.

NEW SCHOOL BUILDINGS.

One-room schools	22
Two-room schools	3
Four-room schools	6
Additions	6
	<u>37</u>
Buildings purchased and remodelled.....	2
Improvements and repairs.....	5
Buildings destroyed by fire.....	6

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

AUSTIN SCOFFIELD,

Manager Debenture Branch.

REPORT OF THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART

THE HONOURABLE PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the fourth annual report of the Provincial Institute of Technology and Art, Calgary, for the year 1924.

The Institute of Technology and Art is developing a place for itself in the educational service of the Province, which is unique. It is catering to a type of student who has been more or less neglected in the past, a type that desires a training of a semi-scientific and practical nature, that will make him efficient in operating and maintaining the complicated equipment that industry is using to do her work. Electric development, steam engineering, mining, automobile and tractor mechanics, are the main fields of interest. Foreign correspondence schools, private schools, and other institutions outside the Province have been the means by which this training has been secured previous to the provision of the departments opened by the Institute. This instruction has been costly and often of such a nature that the student is unable to secure very much of permanent value.

DAY COURSES.

During the year the Institute has given instruction in the following courses:

1. Industrial Mechanical Engineering.
2. Industrial Electricity.
3. Motor Mechanics.
4. Farm Construction and Mechanics.
5. Automotive Electricity.
6. Railway Station Agents' Duties.
7. Dressmaking and Millinery.
8. Tractor Engineering.
9. Architectural Drafting.
10. Mechanical Drafting.
11. Survey Drafting.
12. Special Tractor Engineering.
13. Special Coal Mining.

These courses are given during the period of off employment in the winter months, and in the main are planned to cover two seasons work of eight months each, beginning in October. Courses for the farmers and for draftsmen adapt themselves to the period most convenient to men in these vocations, and are given during the winter months, beginning in November.



(1) CLASS IN MOTOR MECHANICS. (2) CLASS IN FARM MECHANICS.
(3) SPECIAL TRACTOR CLASS.

THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART, CALGARY.

EVENING COURSES.

The equipment of the Institute is used for evening instruction in practical subjects, not otherwise provided for in the community. Care is taken to avoid overlapping with the program of the Calgary School Board. The subjects of instruction as given in the evening are as follows:

Electrical Lecture Course	Armature Winding
Motor Mechanics	Automotive Electricity
Drafting—General	Drafting—Mechanical
Drafting—Architectural	Machine Shop Practice
Telegraphy	

These courses are of from 36 to 40 hours in duration, given four hours per week, opening about the beginning of November and extending to the end of March.

CORRESPONDENCE COURSES.

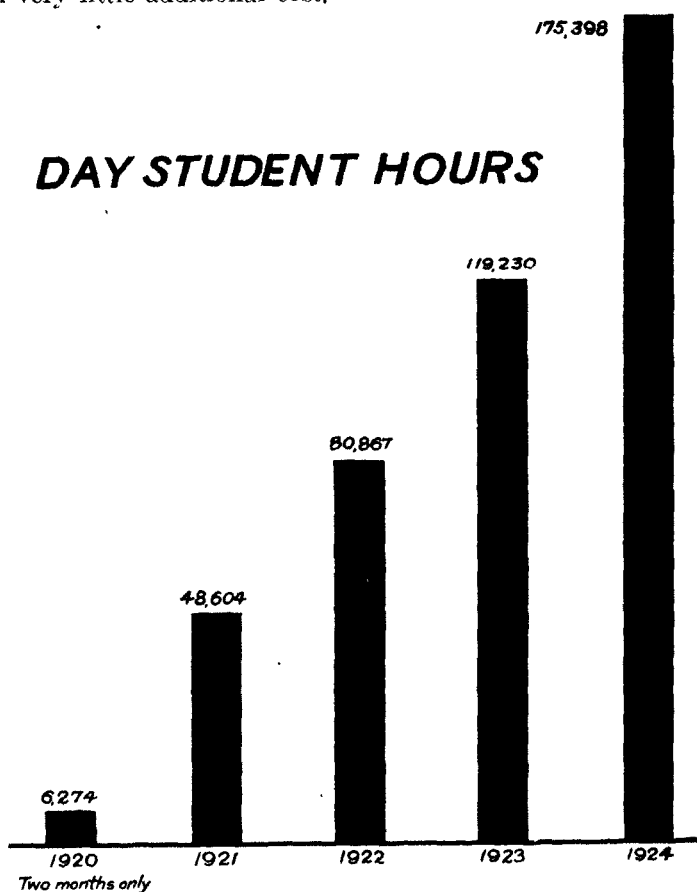
Instruction is also given through the mail in Coal Mining and in Steam Engineering. The subject matter taught in this manner is arranged and graded to enable men to qualify for first, second and third class certificates of competency in Steam engineering, and for Mine Manager, Pit Boss and Fire Boss papers in the field of coal mining. These courses are built on the special requirements of the Province, and are made to harmonize with the standards as set respectively by The Boilers Act and The Mines Act of the Province.

During the year an amendment of the regulations governing qualifications of Steam Engineers was agreed to by the Department administering The Boilers Act, and the Steam Engineering department of the Technical Institute, according to which credit may be allowed graduates of the Institute in the Steam department. This recognition is gratifying.

ENROLMENT FOR SCHOOL YEAR 1923-24.

Course	Day	Evening	Corres- pondence	Total
Automotive Electricity	34	35	..	69
Chemistry for Nurses.....	..	19	..	19
Drafting	17	22	..	39
Dressmaking and Millinery.....	30	..	..	30
Electrical Engineering	85	42	..	127
Industrial Chemistry	..	20	..	20
Machine Shop	..	38	..	38
Mining	7	..	100	107
Motor Mechanics	82	29	..	111
Steam Engineering	38	29	185	252
Telegraphy	..	21	..	21
Tractor Engineering	106	..	..	106
Total.....	399	255	285	939

The increase in day attendance since 1920 is shown graphically by means of the chart below. The increase for the school year 1923-24 over that of 1922-23 in the Day classes is 93. There is a falling off in the enrolment in the Evening classes of 14, while quite a large decrease in the number taking correspondence work is noted, 107. This latter falling away is due to the existence of a field, practically untouched because of the absence of opportunity, before the organization of the Institute Courses. This accumulation has been quite well taken up now. The enrolment in these courses will henceforth be on the basis of the regularly recurring annual demand. This department is ready and capable of handling more students with very little additional cost.



It has been necessary to refuse admission to scores of applicants during the current year. This is due to the lack of accommodation in the shops. This happened a month previous to the opening of the Institute so far as the Electricity courses were concerned. The Motor Mechanics class was filled shortly after opening. At the end of the year practically all the shop accommodation was taken up in all the courses, with the exception of the Farm Construction and the Station Agents.

The average age of the students in the day classes is 20.04 years, which is slightly higher than in the previous year.

The average year's academic standing attendance at school is 8.8.

Not less than 85.7 per cent. of the student body of the year gave their home address at points outside of Calgary, while 14.3 resided in the city. This is an increase of 5.7 per cent. in the attendance from points outside Calgary as compared with the previous year.

As to nationality 48.2 per cent. report themselves as Canadians, 22.2 per cent. British, 21.1 per cent. Americans, and 8.5 per cent. as non-English.

DISCIPLINE.

The staff reports the conduct of the students about the Institute as better than in any previous year. A joint council composed of representatives of the Normal School and the Technical Institute Students' Association has functioned satisfactorily in the maintenance of discipline, also in the promoting of a good spirit between the two student bodies within the same building. The attitude of the average student in the Institute is serious. He is here for something that will help him increase his earning capacity, and he is old enough to appreciate the opportunity. A number sacrifice pleasure and comfort to avail themselves of the chances open to them, and are very appreciative of encouragement and service.

STAFF.

The tuition of students with academic standings varying from Grade II to B.A. degrees presents real problems, particularly in the so-called academic subjects such as mathematics, science and English. It has been a surprise to me how well this teaching has been done. Carefully selected material bearing upon the shop work is the means used to secure and retain interest. This is done very satisfactorily indeed, although it should be said that the most popular courses are not the class-room courses, even if in many respects they are of great importance.

In accordance with the principle that it is good policy to have the instructors maintain as intimate a contact with actual industrial conditions as possible, Mr. J. Fowler, head of the science department, spent two months during the summer at the Imperial Oil refineries in the chemical department.

Mrs. Lucy Innis, instructor in dressmaking, attended the Minnesota Agricultural College, taking a course in Textiles.

Mr. J. H. Ross continued the course he has been following at the University of Minnesota.

Mr. A. C. Wagner, part-time instructor in motor mechanics, found employment at the Ford Motor Works, Ford, Ontario.

During the summer the staff were assigned the responsibility of analyzing the shop courses they were teaching during the winter.



DRESSMAKING AND MILLINERY.
THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART, CALGARY.

This proved to be a difficult task that was quite puzzling to many of the men. The various analyses worked out were made the subject of a discussion before the whole staff at daily staff sessions during September, and, as a result, amendments and suggestions were made which were to be given shop tests during the winter, after which it is anticipated we shall have analyses of the work done in the various shops that will be of much value. These analyses give the instructors in the correlated subjects much valuable material for their courses and enable them to teach subject matter that is most helpful to the students in their respective shop work.

NEW APPOINTMENTS.

Mr. S. J. Davies, an expert petroleum engineer, was added to the staff in October. Mr. Davies is a graduate of the Calgary Normal School and a teacher of experience. He is an Associate of the Royal School of Mines, London; Fellow, Geological Society, London; and an Associate Member of Petroleum Technologists, London. He has been a practical petroleum engineer in many parts of the globe, but has been forced to give up engineering temporarily on account of ill health induced in the tropics. Mr. Davies has proved himself a valuable member of the staff and his health has materially improved.

NEW COURSES.

Two new courses were organized during the year, namely, Farm Construction and Station Agents' Courses. The former course is designed to cover five months' work in projects that are practical on the farm. Six weeks' instruction and shop work is given in gas engines and tractors, six weeks on carpentry, one week on cement, one week on bricklaying, three weeks on forging, and two weeks on farm mechanics and machinery. The Station Agents' Course is given a rather heavy general electricity background with particular reference to the telegraph, telephone, radio and railway signalling. Traffic rules and train operation, express, freight and passenger business, railway accounting, typewriting, telegraphy, constitute the content of this course. The attendance in these courses has been quite satisfactory for new courses, there being 12 in the Farm Construction Course and 13 in the Station Agents' Course.

During the year a relationship was established between the University of Alberta and the Institute, under which auspices the University is extending to Calgary teachers extension facilities in educational subjects. Mr. S. R. Laycock has given instruction during the winter regularly on Saturdays to 68 students. This service is very highly appreciated in Calgary.

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

W. G. CARPENTER,

Principal.

REPORT OF STATISTICIAN

THE HONOURABLE PERREN BAKER,
Minister of Education,
 EDMONTON, ALBERTA.

SIR,—

I have the honour to submit for your consideration the general statistics for the year ending June 30th, 1924.

The tables which follow give data relative to the attendance of elementary and secondary grade pupils of Public, Separate and Private Schools, and of Business Colleges. Comparative tables demonstrate in a measure our rapid growth.

Information with respect to finances is for the Calendar year 1923.

It will be seen that the 147,373 pupils enrolled were accommodated in 4,742 rooms or departments of 3,034 school districts. Of this enrolment 55,998 were in 66 City and Town Schools, 4,673 in ten Separate Schools, and 23,920 in other graded schools. There were in operation 68 graded Consolidated schools with 172 rooms and an enrolment of 6,527. In 80 Rural graded schools of 175 rooms there were 5,831 pupils enrolled. The total number of rooms in the 293 graded schools was 2,001.

There were 67,445 pupils in 2,741 ungraded rooms.

The average number of pupils per class-room in all schools was 31.08. The enrolment is now 6.08 times that of 1905 (when the Province was formed) and the daily average attendance of 105,852 is 7.91 times that of 1905.

The increase in enrolment in the upper grades as compared with the lower grades since 1912 (the year in which the twelve grade system was introduced) may be seen in the following statement—

PERCENTAGE OF ENROLMENT OF ALL GRADES.

Year	Grade 1	Grades 7-12	Grades 9-12
1912.....	32.24	14.65	3.92
1913.....	32.08	14.50	4.09
1914.....	29.86	15.51	4.44
1915.....	25.54	17.19	5.38
1916.....	25.14	18.06	5.81
1917.....	24.87	18.45	5.62
1918.....	25.41	19.42	6.22
1919.....	26.05	20.39	6.52
1920.....	24.93	21.31	6.74
Jan.-June 1921.....	25.24	18.94	6.04
1921-1922.....	22.81	21.26	7.53
1922-1923.....	20.87	22.73	8.29
1923-1924.....	19.51	23.39	9.13

The percentage of enrolment which Grade I bears to all grades has decreased over 39 per cent. in the twelve years, while there has been an increase of over 23 per cent. in secondary grades during the same period.

The following statement with reference to the progress of Education in Alberta, from a recent report of the Dominion Bureau of Statistics, is of interest:

"Taking improvement from the point of view of 'Literacy', the illiteracy of the foreign-born 10 to 14 years of age was 1.6; of these 15 to 20 years of age it was 4.2. Thus it would appear that the rate of illiteracy was reduced 61 per cent in five years, and while some of this may have been due to a more literate class of immigrants during the last five years, there is no doubt that most of it has been due to the schools of the Province. In confirmation of this it may be pointed out that the illiteracy of the Canadian-born 10 to 14 years of age was only a little more than half the illiteracy of those 15 to 20 years of age."

Tables 5a, 8, 9 and 10, when compared with previous years, bear out the statement just quoted.

There has been a great reduction in the number of elementary grade pupils leaving school at the age of 15 years.

A perusal of the comparative statements contained in tables 22 and 22a will be found interesting and instructive.

I have the honour to be, Sir,

Your obedient servant.

I. V. HALL,

Statistician.

TABLE 1.

CLASSIFICATION OF PUPILS.

Grades	No. of Pupils June 30, 1923	Per cent. of enrolment	No. of Pupils June 30, 1924	Per cent. of enrolment
I.....	30,899	20.87	28,761	19.51
II.....	18,424	12.44	18,218	12.36
III.....	19,617	13.25	19,277	13.08
IV.....	17,717	11.96	17,982	12.20
V.....	14,791	9.99	15,468	10.49
VI.....	12,998	8.76	13,180	8.94
VII.....	10,637	7.20	10,410	7.07
VIII.....	10,700	7.24	10,631	7.22
IX.....	5,601	3.79	5,891	3.99
X.....	3,719	2.52	4,086	2.77
XI.....	2,225	1.50	2,606	1.78
XII.....	717	.48	863	.59
Totals.....	148,045	100.	147,373	100.

Percentage of enrolment in Secondary Grades was 8.29 in 1923 and 9.13 in 1924. Grades I, II and III continue to decrease. Private school pupils are included in this table.

TABLE 2.

COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of Pupils enrolled.....	79,918	67,455
Aggregate days' attendance of Pupils.....	12,028,923	7,918,901
Daily average attendance of Pupils.....	61,713.88	44,138.26
Percentage of attendance of total enrolment	77.22	68.39
Average No. of days attended per Pupil...	150.58	117.39
Average length of school year.....	192.80	174.76
CLASSIFICATION: Grade I.....	12,514	16,247
Grade II.....	9,393	8,825
Grade III.....	10,150	9,127
Grade IV.....	9,542	8,440
Grade V.....	8,160	7,308
Grade VI.....	6,972	6,208
Grade VII.....	5,721	4,689
Grade VIII.....	5,721	4,910
Grade IX.....	4,547	1,344
Grade X.....	3,787	299
Grade XI.....	2,551	55
Grade XII.....	860	3
Total Attendance.....	79,918	67,455

The percentage of attendance of total enrolment shows a slight increase over the previous year. The time lost in both graded and ungraded schools is less than last year. Ungraded schools are one-room schools, and are for the most part Rural.

TABLE 3.

AVERAGE AGE OF PUPILS.

Grade I.....	7.1
Grade II.....	8.4
Grade III.....	9.3
Grade IV.....	10.6
Grade V.....	11.4
Grade VI.....	12.3
Grade VII.....	13.1
Grade VIII.....	14.5
Grade IX.....	15.3
Grade X.....	16.4
Grade XI.....	17.2
Grade XII.....	18.5

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under.....	754	.51
6 years.....	8,955	6.04
7 years.....	15,288	10.35
8 years.....	16,680	11.31
9 years.....	16,976	11.52
10 years.....	16,378	11.21
11 years.....	14,502	9.85
12 years.....	14,065	9.54
13 years.....	13,071	8.86
14 years.....	11,563	7.84
15 years.....	8,832	5.99
16 years.....	5,302	3.59
17 years.....	2,693	1.83
18 years.....	1,282	.87
19 years.....	585	.39
20 years.....	201	.13
21 years and over.....	246	.17
Total.....	147,373	100.

The compulsory age limit in Alberta is 15 years, but 6.98 per cent. of enrolled Pupils were over 15 years of age.

TABLE 5.—DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.....	Boys Girls	378 356	4549 4088	5287 5161	2650 2328	1139 925	526 455	206 204	136 105	73 55	42 30	30 17	2 6	5 3	2 1	1		1	15027 13734
Grade II.....	Boys Girls	10 9	148 143	2139 2114	3300 3200	1948 1839	857 779	475 393	249 172	132 105	77 54	30 22	10 9	1 2	1				9377 8841
Grade III.....	Boys Girls	1 1	11 15	258 301	2224 2338	3150 3202	1954 1988	1084 906	507 441	237 222	145 112	77 57	18 9	9 4	3	2	1	1	9681 9596
Grade IV.....	Boys Girls		16 12	301 12	2338 339	3202 2127	1988 2981	906 1595	441 988	222 463	112 232	57 113	38 24	10 6	1	2	1	1	9097 8885
Grade V.....	Boys Girls		1 8	12 303	339 303	2127 275	2981 1542	1595 2256	988 1772	463 1093	232 505	113 245	24 64	6 12	1	2	1	1	7778 7690
Grade VI.....	Boys Girls				1 2	38 29	302 282	1309 1354	1891 1998	900 1526	523 866	218 345	40 94	14 38	5	9	1		6629 6551
Grade VII.....	Boys Girls					1 3	31 4	260 48	1113 354	1519 1150	1298 1523	745 1326	213 549	41 146	7	1	2	1	5166 5117
Grade VIII.....	Boys Girls						31 4	284 57	1087 431	1519 1221	1285 1600	672 1352	234 618	50 157	14 48	2	1	6	5244 5114
Grade IX.....	Boys Girls							3 2	39 42	312 344	709 776	746 966	516 760	195 261	94 107	14 34	7	10	2591 3300
Grade X.....	Boys Girls							2	3 7	32 44	234 273	467 589	531 626	267 445	267 209	56 118	13	22	1732 2354
Grade XI.....	Boys Girls									1 2	19 12	119 152	275 410	306 435	191 283	93 125	44	61	1109 1497
Grade XII.....	Boys Girls										4 3	14 19	62 66	139 121	112 107	56 51	22 24	36 27	445 418
Totals by Sex..	Boys Girls	388 366	4708 4247	7700 7588	8437 8243	8548 8428	8130 8248	7456 7046	7147 6918	6670 6401	5797 5766	4310 4522	2406 2896	1157 1536	506 776	235 350	93 108	139 107	73827 73546
Grand Totals.....		754	8955	15288	16680	16976	16378	14502	14065	13071	11563	8832	5302	2693	1282	585	201	246	147373
Beginning Grade I Within Year	Boys Girls	378 356	4306 3867	4253 4219	1645 1397	663 524	314 293	121 120	70 55	48 38	29 24	23 14	1 5	4 2	1 1	1		1	11858 10915
Repeating Grade I From Previous Year	Boys Girls		243 221	1034 942	1005 931	476 401	212 162	85 84	66 50	25 17	13 6	7 3	1 1	1 1	1				3169 2819

TABLE 5a.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE
UNDER AGE, NORMAL, AND OVER AGE.

	Number in each grade			Total in each Grade	Per cent. in each grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Grade I.....	734	19,085	8,942	28,761	2.55	66.35	31.10
Grade II.....	310	10,753	7,155	18,218	1.70	59.03	39.27
Grade III.....	586	10,914	7,777	19,277	3.04	56.62	40.34
Grade IV.....	622	10,000	7,360	17,982	3.46	55.61	40.93
Grade V.....	622	7,781	7,065	15,468	4.02	50.31	45.67
Grade VI.....	654	6,552	5,974	13,180	4.96	49.71	45.33
Grade VII.....	629	5,212	4,569	10,410	6.04	50.07	43.89
Grade VIII.....	894	5,494	4,243	10,631	8.41	51.67	39.92
Grade IX.....	742	3,197	1,952	5,891	12.59	54.28	33.13
Grade X.....	593	2,213	1,280	4,086	14.51	54.16	31.33
Grade XI.....	305	1,426	875	2,606	11.70	54.72	33.58
Grade XII.....	168	479	216	863	19.47	55.50	25.03
Totals.....	6,859	83,106	57,408	147,373	4.65	56.40	38.95

This is a recapitulation of Table 5. Although the number of Pupils over age and behind in their grades is still very great, there has been an improvement of 4.03 per cent. over the previous year. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 6.

GRAPH I.

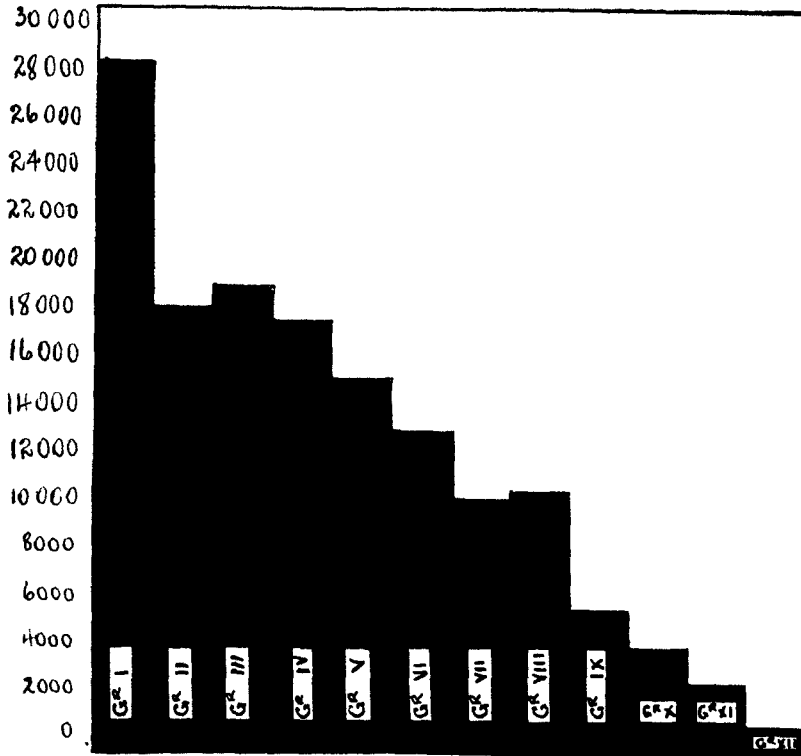
DISTRIBUTION OF PUPILS

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I.....	21
Grade II.....	35
Grade III.....	95
Grade IV.....	130
Grade V.....	212
Grade VI.....	351
Grade VII.....	811
Grade VIII.....	1,273
Grade IX.....	561
Grade X.....	285
Grade XI.....	96
Grade XII.....	3

Total..... 3,873

There has been a large decrease of elementary grade Pupils leaving school over the previous year. The total of all grades has also decreased.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I.....	.02
Grade II.....	.02
Grade III.....	.07
Grade IV.....	.09
Grade V.....	.14
Grade VI.....	.23
Grade VII.....	.55
Grade VIII.....	.86
Grade IX.....	.38
Grade X.....	.19
Grade XI.....	.07
Grade XII.....	.002
Total.....	2.622

There has been a very gratifying decrease here over the previous year.

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I.....	.54
Grade II.....	.90
Grade III.....	2.46
Grade IV.....	3.36
Grade V.....	5.47
Grade VI.....	9.06
Grade VII.....	20.94
Grade VIII.....	32.87
Grade IX.....	14.48
Grade X.....	7.36
Grade XI.....	2.47
Grade XII.....	.07
Total.....	100.00

TABLE 10.

The following is the percentage of each Grade leaving school at the age of 15 years:

Grade I.....	.08
Grade II.....	.19
Grade III.....	.49
Grade IV.....	.72
Grade V.....	1.36
Grade VI.....	2.66
Grade VII.....	7.12
Grade VIII.....	11.98
Grade IX.....	9.52
Grade X.....	6.96
Grade XI.....	3.68
Grade XII.....	.35

There has been over a 3 per cent. decrease in the number of elementary grade Pupils leaving school as compared to the previous year.

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH
DURING THE YEAR JULY 1, 1923-JUNE 30, 1924.

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance Per Month
July.....	289,799.5	240,755.5	86.18
August.....	495,531	416,616	84.08
September.....	2,003,736.5	1,731,537	86.41
October.....	2,539,827.5	2,187,353	86.12
November.....	2,309,334.5	2,016,634	87.32
December.....	1,660,163.5	1,512,593.5	91.11
January.....	2,061,934	1,777,724	86.02
February.....	2,227,324	1,982,450	89.01
March.....	2,272,427.5	1,982,304.5	87.24
April.....	2,057,516	1,761,198	85.61
May.....	2,595,914.5	2,316,355.5	89.23
June.....	2,278,790.5	2,022,303	88.75
Average monthly percentage of attendance.....			87.25

Week by week attendance records would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than is a yearly one.

TABLE 12.

GRAPH II.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE ATTENDANCE AND ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATION BY MONTHS.

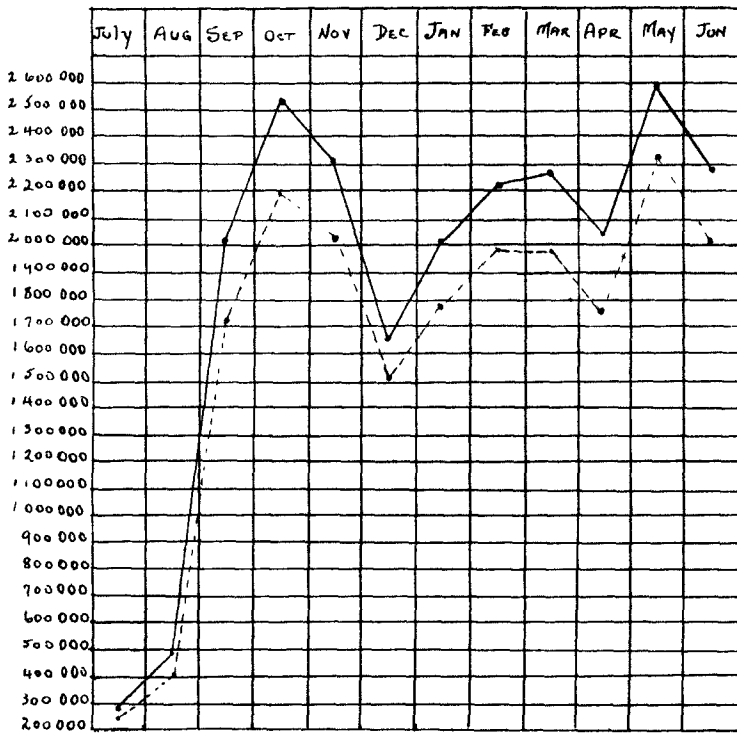


TABLE 13.

SCHOOL DISTRICTS.

School Districts in existence December 31, 1923, including the units in consolidations.....	3,318
Consolidations in existence December 31, 1923.....	68
Number of school district units in such consolidations.....	216
School Districts erected during the year 1924:	
Public.....	24
School Districts disorganized during the year 1924:	
Public.....	3
Total number of School Districts in Province December 31, 1924, including the units in consolidations.....	3,339
Total number of Consolidations in Province December 31, 1924.....	68
Total number of School Districts units in consolidations 1924.....	216
Number of Rural High Schools in Province December 31, 1924.....	2
Number of Units in Rural High Schools December 31, 1924.....	11

To obtain the number of school districts which could actually operate, deduct 216 from 3,339 and add 68. The two Rural High Schools could also be added, as they are rooms admitting Pupils from 11 different districts. They are, however, districts within districts.

TABLE 14.

ATTENDANCE OF PUPILS

Number of Pupils attending school during the year.....	147,373
Number of Boys.....	73,827
Number of Girls.....	73,546
Total aggregate attendance for the year.....	19,642,394
Total average attendance for the year.....	105,852.14

The average number of Pupils enrolled per room was 31.08, which was a decrease over the previous year. The average attendance per room was 22.3, as was the case in the previous year.

TABLE 15.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days.....	5,668
Between 20 and 39 days.....	9,517
Between 40 and 59 days.....	9,083
Between 60 and 79 days.....	7,974
Between 80 and 99 days.....	8,091
Between 100 and 119 days.....	9,925
Between 120 and 139 days.....	11,114
Between 140 and 159 days.....	15,537
Between 160 and 179 days.....	26,869
Between 180 and 199 days.....	41,320
200 days and over.....	2,275
Total.....	147,373

Over 47 per cent. of the enrolment attended over 160 days. This is an increase over the previous year of 2 per cent. This is partly due to the fact that the average length of the school year was 184.68 (see Table 22), and was 184.62 last year.

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING
THE YEAR.

Public Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert.....	146	112.46	92.2
Edmonton.....	14,313	11,694.62	92.9
Calgary.....	13,618	11,265.07	91.9
Thibault.....	128	97.08	95.5
Macleod.....	386	326.97	95.
Lethbridge.....	2,523	2,052.08	93.3
Medicine Hat.....	2,929	2,318.45	93.1
Fort Saskatchewan.....	330	201.04	87.3
Gleichen.....	196	141.46	88.4
Red Deer.....	718	594.40	92.7
Pincher Creek.....	270	204.72	86.5
High River.....	370	299.55	91.8
Okotoks.....	220	180.34	92.3
Innisfail.....	283	210.41	87.3
Olds.....	318	244.37	90.4
Lacombe.....	391	292.20	87.5
Wetaskiwin.....	586	459.20	93.1
Leduc.....	290	202.49	89.5
Ponoka.....	290	215.84	89.8
Cardston.....	673	535.16	90.4
Magrath.....	484	392.51	93.3
Blairmore.....	532	440.60	90.8
Didsbury.....	274	197.92	86.5
Raymond.....	566	432.85	88.4
Claresholm.....	379	278.	88.3
Athabasca.....	163	116.33	90.2
Irvine.....	119	69.86	85.9
Taber.....	571	425.16	89.2
Stavely.....	161	109.62	87.7
Coleman.....	692	525.29	87.7
Granum.....	140	98.86	89.1
Camrose.....	626	481.05	89.9
Vermilion Centre.....	391	288.10	89.6
Stettler.....	437	337.04	88.5
New Vegreville.....	542	397.80	86.1
Daysland.....	180	133.23	87.6
Strathmore.....	178	134.60	89.4
Wainwright.....	310	248.23	91.9
Hardisty.....	195	148.62	89.
Diamond City.....	66	41.11	88.1
Tofield.....	203	142.70	84.2
Carmanagay.....	100	73.25	88.9
Brooks.....	155	108.62	86.3
Bassano.....	213	161.10	89.9
Castor.....	220	150.77	88.1
Redcliffe.....	298	233.39	90.8
Beverley.....	384	220.02	88.9
Edson.....	402	269.12	89.3
Coronation.....	203	147.36	88.5
Drumheller.....	1,198	819.77	86.5
Hanna.....	456	291.07	87.1
Grouard.....	137	103.95	85.7
Peace River.....	198	138.37	86.9
National Park.....	358	258.	92.3
Grande Prairie.....	284	219.54	92.
St. Paul.....	378	252.01	86.9
Big Valley.....	292	153.52	75.5

TABLE 17.

ROMAN CATHOLIC SEPARATE SCHOOLS.

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
Calgary.....	1,356	1,080.45	91.5
Edmonton.....	2,036	1,521.18	91.
Holy Cross.....	47	34.46	93.1
Lethbridge.....	596	493.32	92.5
Sacred Heart.....	79	49.43	89.1
St. Martin's.....	103	79.54	91.1
North Red Deer.....	79	63.41	96.3
Pontmain.....	112	74.	90.9
St. Louis.....	154	119.42	95.
Theresetta.....	83	49.30	85.1

Average of Monthly percentages of attendance for *Town Schools*

during the year for the months actually operated..... 89.58

This is an increase of nearly one per cent. over the previous year.

TABLE 18.

Table showing the number of schools in operation and days actually operated during the year:

Over 210 days.....	176
210 days and over 200.....	594
200 days and over 180.....	1,044
180 days and over 160.....	388
160 days and over 140.....	273
140 days and over 120.....	185
120 days and over 100.....	107
100 days and over 80.....	92
80 days and over 60.....	84
60 days and over 40.....	58
40 days and over 20.....	26
20 days and less.....	7

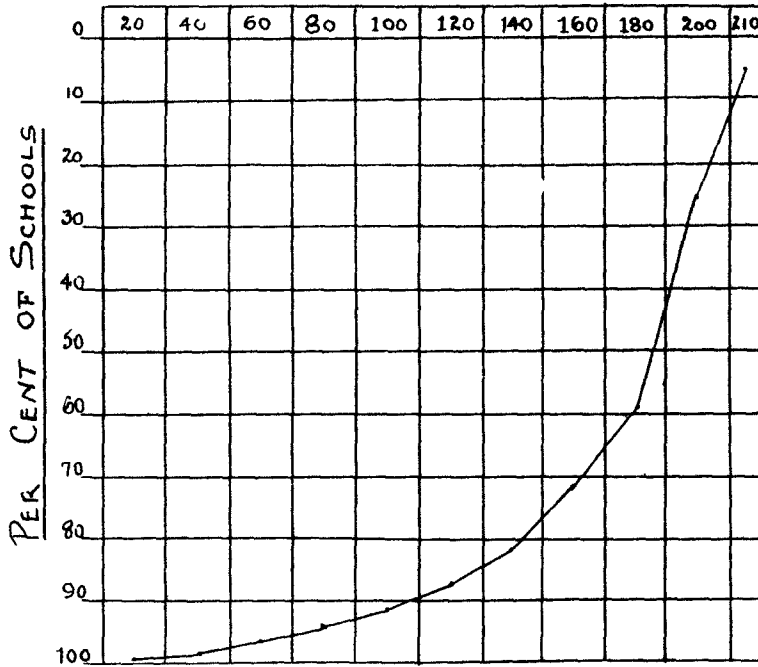
Total..... 3,034

There were 72.5 per cent. this year and 70 per cent. last year, of the schools operating over 160 days.

TABLE 19.

GRAPH III.

SCHOOLS IN OPERATION 1923-24
NUMBER OF DAYS



This graph is to be interpreted as follows:- Number of schools operating at least 20 days is 99.7%; at least 40 days is 98.9% at least 60 days 97.0%-, at least 80 days is 94.2% etc.

TABLE 20.

GRAPH IV.

DIAGRAM SHOWING THE ENROLMENT & AVERAGE ATTENDANCE
IN ALBERTA SCHOOLS FROM 1905-24 INCL

Enrolment Shown in Black line Average Attendance in dotted line

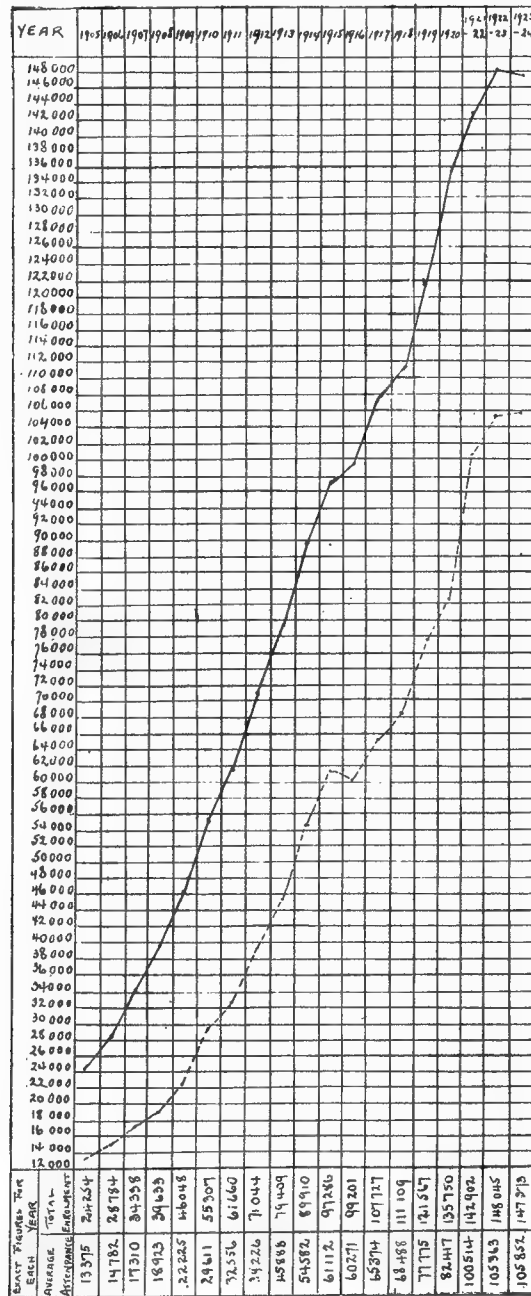


TABLE 21.
NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30, 1923, AND
JUNE 30, 1924, AND NUMBER OF DEPARTMENTS IN EACH.

Schools Having	Total Schools		Total Departments	
	June, 1923	June, 1924	June, 1923	June, 1924
1 department.....	2,703	2,741	2,703	2,741
2 departments.....	127	128	254	256
3 ".....	67	56	201	168
4 ".....	27	39	108	156
5 ".....	15	19	75	95
6 ".....	15	12	90	72
7 ".....	7	5	49	35
8 ".....	5	7	40	56
9 ".....	5	3	45	27
10 ".....	5	5	50	50
11 ".....	3	1	33	11
12 ".....	2	2	24	24
13 ".....	1	4	13	52
14 ".....	2	..	28	..
15 ".....	1	3	15	45
16 ".....	1	1	16	16
17 ".....	..	1	..	17
18 ".....	2	..	36	..
23 ".....	1	..	23	..
25 ".....	..	1	..	25
41 ".....	..	1	..	41
43 ".....	1	..	43	..
51 ".....	1	..	51	..
54 ".....	..	1	..	54
58 ".....	1	..	58	..
59 ".....	..	1	..	59
66 ".....	..	1	..	66
77 ".....	1	..	77	..
313 ".....	..	1	..	313
345 ".....	1	..	345	..
352 ".....	1	..	352	..
363 ".....	..	1	..	363
Totals.....	2,995	3,034	4,729	4,742

TABLE 22.

	1922-23	1923-24
1. Aggregate number of days attended during the year.....	19,452,588	19,642,394
2. Average number attending each day.....	105,363.89	105,852.14
3. Average monthly Percentage of attendance..	86.42	87.25
4. Average number of days school was open during the year.....	184.62	184.68
5. Average number of days Pupils attended during the year.....	133.32	133.38
6. Average number of days lost by Pupils during the year.....	76.68	76.62
7. Percentage proportionate of total attendance to average attendance.....	71.17	71.83
8. Percentage proportionate of secondary to elementary grades.....	9.03	10.04

This information compares favorably with past years. The length of the school year is practically the same as last year, and we note that the number of days attended by Pupils shows a slight improvement. Schools of Cities operated less than 200 days. The number of days lost by Pupils is based on a school year of 210 days. The Actual time lost by Pupils is over 27% of the time the schools were in operation. Grades I to VIII (inclusive) are Elementary and Grades IX to XII are Secondary. The percentage proportionate of total attendance to average attendance has increased .66 per cent. The percentage proportionate of Secondary to elementary grades shows an increase of over one per cent. The average monthly percentage of attendance has increased .77 per cent.

TABLE 22a.

Table showing particulars re school districts, schools in operation, etc., of all schools from year 1905-1924 (inclusive):

Year	No. of School Districts in existence	No. of School Districts in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average Monthly Percentage of attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.90	157.	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.53	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.	184.7	87.25

This comparative table demonstrates how rapid has been Alberta's growth.

It shows that in 1924 there were over 6 times as many districts in operation as in 1905, and the increase in rooms in operation has increased 7.5 times. The fact that there is more regularity in attendance is indicated by the increase in the average monthly percentage of attendance. The data in this regard are not available for the time prior to 1919.

TABLE 22b.

GRAPH V.

DIAGRAM SHOWING NUMBER OF SCHOOL DISTRICTS IN EXISTENCE
NUMBER OF SCHOOLS OPERATING & NUMBER OF ROOMS IN OPERATION
IN ALBERTA SCHOOLS FROM 1905-24 INCL.

Number of School Districts shown thus. —————
Number of Schools in Operation shown thus. - - - - -
Number of Rooms in Operation shown thus. —————

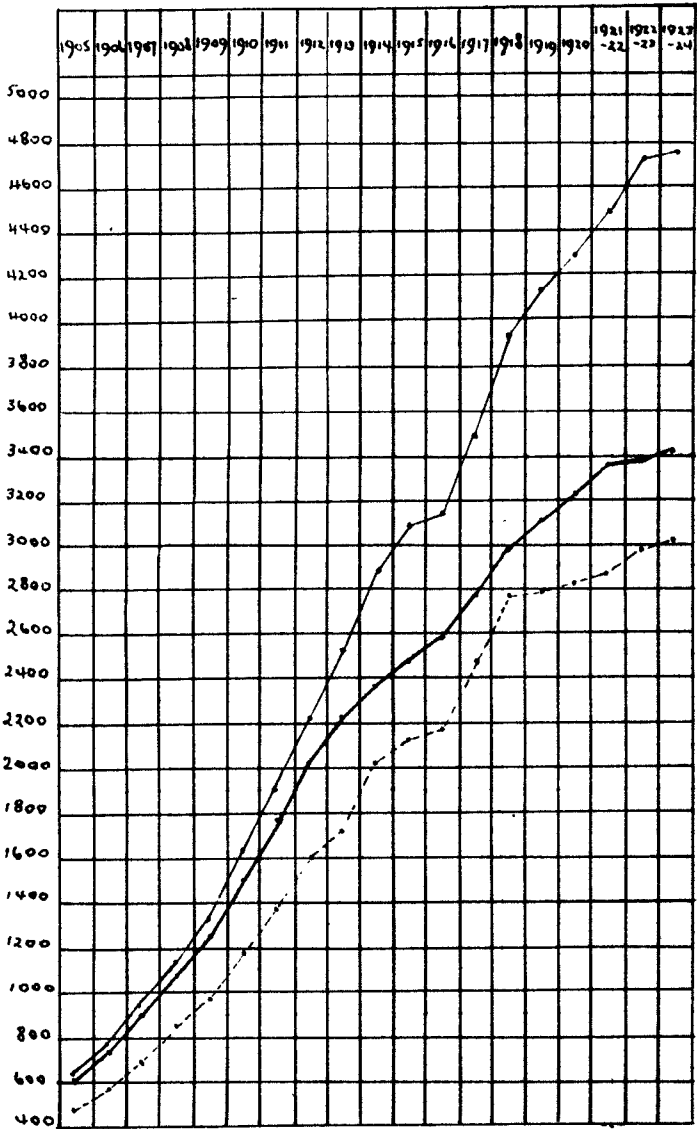


TABLE 23.

INFORMATION RECEIVED FROM 59 CITY AND TOWN SCHOOLS.
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF INSTRUCTION.
ACADEMIC COURSE.

Subject	Grade IX.		Grade X.		Grade XI.		Grade XII.		Totals By Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Algebra.....	1174	1544	914	1199	612	946	237	250	2937	3939	6876
Arithmetic and Mensuration.....	34	118	13	61	609	945	..	..	656	1124	1780
Chemistry.....	..	..	..	..	603	950	117	158	720	1108	1828
English Composition..	1184	1551	896	1182	601	930	248	287	2929	3950	6879
English Grammar.....	201	318	922	1206	24	..	..	..	1147	1524	2671
English Literature....	1209	1649	901	1253	609	948	254	301	2973	4151	7124
French (oral).....	428	648	364	512	204	334	98	141	1094	1635	2729
French (other than oral).....	444	737	370	559	244	379	103	137	1161	1812	2973
Elementary Science (Grades IX and X)...	1164	1539	840	1093	1	1	..	..	2005	2633	4638
Geography.....	..	..	916	1229	..	..	..	..	916	1229	2145
Geometry.....	1184	1493	877	1198	612	948	237	269	2910	3908	6818
German.....	..	..	12	7	9	17	10	4	31	28	59
History of Literature..	..	..	..	..	..	..	252	284	252	284	536
History, Ancient.....	1176	1520	..	..	540	804	34	36	1750	2360	4110
History, British.....	12	13	1	4	..	6	83	68	96	91	187
History and Civics (Canadian).....	33	109	797	1074	273	421	12	5	1115	1609	2724
History, Modern.....	14	21	..	..	80	175	236	278	330	474	804
Latin.....	480	703	348	235	169	219	71	92	1068	1249	2317
Physics (Grades XI and XII) ..	..	..	97	295	568	767	213	200	878	1262	2140
Trigonometry.....	..	..	..	..	..	..	252	309	252	309	561

COMMERCIAL COURSE.

Book-keeping.....	67	248	29	68	..	..	..	..	96	316	412
Business Law.....	14	68	27	65	..	..	..	..	41	133	174
Stenography.....	69	253	13	206	..	..	..	..	82	459	541
Typewriting.....	69	253	16	206	..	..	..	..	85	459	544

TECHNICAL AND SPECIAL COURSE.

Agriculture.....	..	..	..	..	537	800	..	..	537	800	1337
Art.....	58	76	825	1080	2	..	..	..	885	1156	2041
Domestic Science....	..	30	..	23	..	14	..	..	..	67	67
Physical Culture.....	418	519	437	551	285	394	106	115	1246	1579	2825
Military Drill.....	598	..	552	..	373	..	161	..	1684	..	1684
Music.....	69	38	53	32	39	30	..	..	161	100	261
Mechanical Drawing..	4	9	..	4	1	4	..	..	5	17	22

TABLE 24.

INFORMATION RECEIVED FROM 59 CITY AND TOWN SCHOOLS.
PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE, AND AGE LAST BIRTHDAY.

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade IX.....	Boys	..	3	20	111	317	420	306	99	22	7	1	..	1306
	Girls	..	..	21	126	417	642	431	147	52	13	3	2	1854
Grade X.....	Boys	..	..	1	12	86	232	279	201	85	28	2	8	934
	Girls	..	..	3	17	142	327	449	354	190	52	11	6	1551
Grade XI.....	Boys	..	..	..	1	8	42	149	195	138	60	16	22	631
	Girls	..	..	..	2	3	83	248	288	222	94	22	27	989
Grade XII.....	Boys	..	..	..	..	2	7	31	82	69	52	18	22	283
	Girls	..	..	..	..	..	8	45	88	98	47	24	20	330
Totals by Sex.....	Boys	..	3	21	124	413	701	765	577	314	147	37	52	3154
	Girls	..	..	24	145	562	1060	1173	877	562	206	60	55	4724
Totals.....	..	3	45	269	975	1761	1938	1454	876	353	97	107	7878	

TABLE 25.

POST-SCHOOL RECORD OF PUPILS.

STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT THE SCHOOLS
BETWEEN JULY 1, 1923, AND JUNE 30, 1924.

1. Number of Pupils leaving to attend—

	Totals
(a) Normal Schools.....	419
(b) Universities and Institute of Technology and Art....	145
(c) Business Colleges.....	150
(d) Other Schools.....	1,517
	<u>2,231</u>
2. Number of Pupils who left the District.....	4,382
3. Number who Died.....	124
4. Number Permanently at Home owing to Ill Health.....	275
5. Number at Work—	

GIRLS.—NUMBER LEAVING IN EACH OF THE FOLLOWING:

Grades	7 & under	8	9	10	11	12	Total	
(a) At Home.....	716	457	245	115	73	17	1,623	
(b) In Domestic Service.....	70	85	27	19	11	3	215	
(c) In Shops and Offices.....	21	29	42	37	13	1	143	
(d) In Factories.....	3	1	..	..	..	1	5	
(e) Learning a Trade.....	5	12	14	12	17	4	64	
(f) In Other Occupations, such as delivering messages, etc.	3	4	11	3	10	11	42	
(g) In Occupations not known..	17	18	23	10	9	8	85	
Totals.....	835	606	362	196	133	45	2,177	2,177

BOYS.—NUMBER LEAVING IN EACH OF THE FOLLOWING:

Grades	7 & under	8	9	10	11	12	Total	
(a) At Home (farming, etc.)...	1,125	645	250	118	47	13	2,198	
(b) In Shops and Offices as clerks	29	37	30	37	36	14	183	
(c) In Factories, Mines, etc....	26	21	23	10	6	3	89	
(d) Learning a Trade.....	25	23	28	28	12	1	117	
(e) In other Occupations, such as messengers, delivery boys, etc.....	52	54	36	21	4	9	176	
(f) In Occupations not known..	61	36	41	30	17	2	187	
Totals.....	1,318	816	408	244	122	42	2,950	2,950

6. NUMBER NOT AT WORK. NUMBER LEAVING IN EACH OF THE FOLLOWING:

Grades	7 & under	8	9	10	11	12	Total	
(a) Girls.....	96	60	51	22	15	8	252	
(b) Boys.....	93	50	27	14	8	3	195	
Totals.....	189	110	78	36	23	11	447	447
Grand Total.....								12,586

TABLE 26.

RECEIPTS AND DISBURSEMENTS.

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1923.

RECEIPTS.

Cash on hand January 1, 1923.....	\$ 1,073,779.72
Proceeds from debentures.....	449,375.84
Taxes collected.....	8,282,650.04
Government Grants.....	1,117,023.20
Pupils' fees.....	71,613.15
Borrowed by Note.....	1,928,152.80
Amount advanced by Treasurers.....	5,543.21
Received from other sources.....	183,035.89
	\$13,111,173.85

DISBURSEMENTS.

Teachers' Salaries.....	\$ 5,411,486.95
Official Salaries.....	281,679.66
Paid on debentures.....	1,213,109.63
Paid on Notes (Renewals and Interest).....	2,190,676.18
School Buildings and Repairs.....	830,895.49
School Grounds.....	123,434.56
School Furniture.....	142,398.17
Library and Reference Books.....	26,840.41
Apparatus and Equipment.....	36,339.10
Supplies and Stationery.....	233,578.77
Caretaking and Fuel.....	710,529.23
Insurance.....	105,100.14
Other Disbursements.....	557,498.31
Balance on hand December 31, 1923.....	1,247,607.25
	\$13,111,173.85

TABLE 27.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1923.

Receipts	Town and Village Districts	Rural Districts
Cash on hand January 1, 1923.....	\$ 599,460.86	\$ 474,318.86
Proceeds of Debentures.....	369,143.48	80,232.36
Taxes Collected.....	5,251,886.23	3,030,763.81
Government Grants.....	631,705.15	485,318.05
Pupils' Fees.....	50,288.96	21,324.19
Borrowed by Note.....	1,114,292.28	813,860.52
Amount Advanced by Treasurers.....	1,651.18	3,892.03
Received from Other Sources.....	136,390.73	46,645.16
	\$8,154,818.87	\$4,956,354.98
Disbursements		
Teachers' Salaries.....	\$3,232,300.85	\$2,179,186.10
Official Salaries.....	148,218.19	133,461.47
Paid on Debentures.....	968,807.90	244,301.73
Paid on Notes (Renewal and Interest).....	1,280,093.54	910,582.64
School Building and Repairs.....	661,780.76	169,114.73
School Grounds.....	82,082.77	41,351.79
School Furniture.....	82,160.48	60,237.69
Library and Reference Books.....	8,157.09	18,683.32
Apparatus and Equipment.....	21,431.10	14,908.00
Supplies, Stationery, etc.....	168,476.29	65,102.48
Caretaking and Fuel.....	506,543.78	203,985.45
Insurance.....	83,895.67	21,204.47
Other Disbursements.....	371,647.84	185,850.47
Balance on hand December 31, 1923.....	539,222.61	708,384.64
	\$8,154,818.87	\$4,956,354.98

TABLE 28.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN, VILLAGE
AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1923.

Assets	Town and Village Districts	Rural Districts
Cash on Hand.....	\$ 539,222.61	\$ 708,384.64
Arrears of Taxes Due.....	2,857,773.48	2,526,229.54
Estimated Value of Land and Buildings.....	13,847,599.11	4,220,694.06
Estimated Value of Furniture and Apparatus..	1,452,687.32	1,063,908.22
Estimated Value of School Libraries.....	108,057.73	229,231.35
Other Assets.....	571,771.31	66,860.91
	\$19,377,111.56	\$8,815,308.72
Liabilities		
Teachers' Salaries.....	\$ 35,667.50	\$ 137,846.94
Debenture Indebtedness.....	10,298,913.04	1,145,266.67
Outstanding Accounts.....	1,005,190.59	980,918.70
Amounts Due Treasurers.....	5,265.19	2,508.36
Excess of Assets over Liabilities.....	8,032,075.24	6,548,768.05
	\$19,377,111.56	\$8,815,308.72

TABLE 29.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1923.

ASSETS.

Cash on Hand.....	\$ 1,247,607.25
Arrears of Taxes Due.....	5,384,003.02
Estimated Value of Land and Buildings.....	18,068,293.17
Estimated Value of Furniture and Apparatus.....	2,516,595.54
Estimated Value of School Libraries.....	337,289.08
Other Assets	638,632.22
	\$28,192,420.28

LIABILITIES.

Teachers' Salaries.....	\$ 173,514.44
Debenture Indebtedness.....	11,444,179.71
Outstanding Accounts.....	1,986,109.29
Amounts Due Treasurers for Money Advanced.....	7,773.55
Excess of Assets over Liabilities.....	14,580,843.29
	\$28,192,420.28
Total Insurance of Property.....	\$14,043,698.82

School District property is well protected by Insurance. The excess of Assets over Liabilities shows over a million dollar increase over the previous year.

TABLE 30.
COMPARATIVE COST OF EDUCATION.

	1922-23	1923-24
In All Schools—		
Cost per pupil per year according to enrolment.....	\$60.28	\$56.74
Cost per pupil per year according to average attendance.....	84.70	79.01
Average cost per pupil for each day in attendance.....	.488	.455
In Ungraded Schools—		
Cost per pupil per year according to enrolment.....	54.17	52.56
Cost per pupil per year according to average attendance.....	83.15	80.28
Average cost per pupil for each day in attendance.....	.485	.451
In Graded Schools—		
Cost per pupil per year according to enrolment.....	65.45	62.16
Cost per pupil per year according to average attendance.....	85.82	80.50
Average cost per pupil for each day in attendance.....	.477	.417
In Town and Village Schools—		
Cost per pupil per year according to enrolment.....	53.38	53.14
Cost per pupil per year according to average attendance.....	73.19	73.55
Average cost per pupil for each day in attendance.....	.483	.420
In City Schools—		
Cost per pupil per year according to enrolment.....	77.13	80.46
Cost per pupil per year according to average attendance.....	96.36	97.97
Average cost per pupil for each day in attendance.....	.489	.505

There continues to be an increase in the cost of operation in City Schools, and a decrease in other schools.

TABLE 30a.

TABLE SHOWING TOTAL DISBURSEMENT, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE.

Year	Total Disbursement	Actual Cost of Operation	Average Cost Per Pupil Based on Enrolment	Actual Cost Per Pupil Based on Average Attendance
1905	\$ 477,906.28	\$.....	\$.....	\$.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	3,211,542.71	40.19	69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	56.74	79.01

N.B.—Prior to 1913 information re Cost of Operation, etc., not available.

The cost of operation includes all salary payments, Debenture coupons falling due during the year and paid, General Maintenance, Interest, etc., but does not include amounts borrowed by Note or Renewals, nor cost of Buildings, Grounds, etc., covered by Debenture issues.

The Average Cost per Pupil has decreased very perceptibly this year.

TABLE 31.
TEACHERS' SALARIES, 1924.
RURAL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	241	\$2,400	\$840	\$1,135.64
First Female.....	509	1,600	840	1,046.13
Second Male.....	558	1,800	840	1,101.90
Second Female.....	1,807	2,000	840	1,023.02
Third Male.....	82	2,000	840	1,058.72
Third Female.....	213	1,440	750	1,002.09
Permit Male.....	78	1,320	700	997.03
Permit Female.....	108	1,490	630	980.74
*Pending Male.....	9	1,200	840	1,001.11
*Pending Female.....	39	1,365	630	1,016.67
Special Male.....	..	...	...	.....
Special Female.....	..	...	...	.....

*Teachers whose standing has not been determined for Alberta.

TABLE 32.
TOWN SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	225	\$3,500	\$ 900	\$2,256.15
First Female.....	372	3,000	800	1,505.74
Second Male.....	78	3,000	900	1,663.33
Second Female.....	699	2,700	700	1,344.31
Third Male.....	3	2,000	1,100	1,600.00
Third Female.....	15	1,700	960	1,190.00
Permit Male.....	..	...	...	.....
Permit Female.....	2	840	840	840.00
*Pending Male.....	6	2,500	1,155	1,859.16
*Pending Female.....	2	1,155	1,100	1,127.50
Special Male.....	29	3,100	900	2,355.17
Special Female.....	18	2,900	1,300	1,966.66

*Teachers whose standing has not been determined for Alberta.

TABLE 33.
VILLAGE SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	42	\$2,700	\$1,000	\$1,610.24
First Female.....	46	2,100	900	1,218.26
Second Male.....	34	2,000	1,000	1,401.47
Second Female.....	140	1,500	840	1,110.18
Third Male.....	..	...	...	.....
Third Female.....	10	1,320	650	983.00
Permit Male.....	..	...	...	.....
Permit Female.....	2	650	650	650.00
*Pending Male.....	..	...	...	.....
*Pending Female.....	..	...	...	.....
Special Male.....	..	...	...	.....
Special Female.....	..	...	...	.....

*Teachers whose standing has not been determined for Alberta.

TABLE 34.
ROMAN CATHOLIC SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	4	\$2,000	\$1,000	\$1,525.00
First Female.....	41	1,600	600	1,103.53
Second Male.....	4	2,100	900	1,450.00
Second Female.....	70	1,700	600	1,081.79
Third Male.....	..	...	...	.....
Third Female.....	3	1,060	840	983.33
Permit Male.....	..	...	...	.....
Permit Female.....	1	1,050	1,050	1,050.00
*Pending Male.....	..	...	...	.....
*Pending Female.....	2	1,050	900	975.00
Special Male.....	..	...	...	.....
Special Female.....	..	...	...	.....

*Teachers whose standing has not been determined for Alberta.

TABLE 35.

CONSOLIDATED SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	44	\$2,200	\$1,100	\$1,606.13
First Female.....	37	1,500	900	1,146.35
Second Male.....	26	1,800	1,000	1,353.92
Second Female.....	121	1,600	900	1,112.48
Third Male.....	..	..	..	.....
Third Female.....	5	1,375	1,000	1,135.00
Permit Male.....	..	..	..	.....
Permit Female.....	2	1,380	1,000	1,190.00
*Pending Male.....	..	..	..	.....
*Pending Female.....	..	..	..	.....
Special Male.....	..	..	..	.....
Special Female.....	..	..	..	.....

*Teachers whose standing has not been determined for Alberta.

TABLE 36.

IN ALL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male.....	556	\$3,500	\$840	\$1,665.01
First Female.....	1,005	3,000	600	1,230.16
Second Male.....	700	3,000	840	1,190.36
Second Female.....	2,837	2,700	600	1,115.28
Third Male.....	85	2,000	840	1,077.85
Third Female.....	246	1,700	750	1,015.24
Permit Male.....	78	1,320	700	997.03
Permit Female.....	115	1,490	630	976.78
*Pending Male.....	15	2,500	840	1,344.34
*Pending Female.....	43	1,365	630	1,019.88
Special Male.....	29	3,100	900	2,355.17
Special Female.....	18	2,900	1,300	1,966.66

*Teachers whose standing has not been determined for Alberta.

TABLE 36a.

AVERAGE SALARY OF TEACHERS 1924.

Average salary per year paid in Rural Schools.....	\$1,046.17
Average salary per year paid in Town Schools.....	1,530.13
Average salary per year paid in Village Schools.....	1,233.12
Average salary per year paid in Separate Schools.....	1,110.56
Average salary per year paid in Consolidated Schools.....	1,238.08
Average salary per year paid in All Schools.....	1,186.95

TABLE 37.
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR, FROM 1906 TO 1924 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	729	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,633,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.23	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,486,014.29	150,690.62	9,069,882.43
1918	48,880	62,229	28,961.28	39,527.37	2,860,351.67	5,552	2,964	191	14,863,976.33	191,387.86	9,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.13
1921	*56,361	*67,967	*39,222.17	*50,179.18	†5,213,011.25	†5,320	†3,301	†86	†18,055,485.21	†301,364.86	†12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	†5,428,826.20	†5,787	3,367	†73	†18,442,012.68	†331,581.11	†13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	†5,411,486.95	†5,669	3,388	†27	†18,068,293.17	†337,289.08	†14,580,843.29
1923-24	67,455	79,918	44,138.26	61,713.88	.....	†5,727	3,409	†24	.....	.....	.....

*For the first term only.

†For the calendar year.

A revaluation of some school grounds and buildings has caused a slight decrease in value. The School Libraries and excess of Assets over Liabilities continue to show an increase.

TABLE 38.

SCHOOL DISTRICTS ERECTED DURING 1924.

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Pendryl.....	4185	Jan. 7, 1924	45-46	4-5	5	H. E. Weaver
Orvilton.....	4186	Feb. 25, 1924	57	8	4	Mrs. R. England
Bay Coulee.....	4187	Mar. 3, 1924	31	21	4	John Sommerville
Hollywood.....	4188	Mar. 14, 1924	29-30	6-7	4	T. J. Shaw
Sheardown.....	4189	Apr. 7, 1924	40	2-3	4	Wm. Cromarty
Algeo.....	4190	Apr. 9, 1924	31	5	4	Robt. Lamb
Norwood.....	4191	Apr. 10, 1924	40-41	14-15	4	J. A. Wright
Miami.....	4192	Apr. 17, 1924	4-5	18-19	4	John Scoffield
Hope.....	4193	Apr. 23, 1924	32	4-5	4	Geo. Hazelwood
Schuler.....	4194	May 3, 1924	16	1	4	W. D. Goehring
Baumsdale.....	4195	May 9, 1924	23	2-3	4	Edward Bayley
New Hilda.....	4196	May 3, 1924	17	1	4	E. A. Mantz
Beaton Creek.....	4197	May 13, 1924	86-87	24-25	5	E. T. Holden
East Smoky.....	4198	May 23, 1924	71-72	1-2	6	James Platt
Helen.....	4199	May 23, 1924	29-30	7-8	4	A. A. Hehn
Boyer River.....	4200	May 23, 1924	108-109	12-13	5	Carl Sanderson
Shannon Heights.	4201	June 16, 1924	32-33	5-6	4	T. Smith
Radio.....	4202	July 9, 1924	49-50	14-15	4	A. Zwierchke
Roseholm.....	4203	July 24, 1924	60	4-5	5	Wesley Reed
Hofmann.....	4204	Sept. 6, 1924	7	18	4	A. J. Watson
O.K.....	4205	Sept. 20, 1924	4-5	19-20	4	J. D. Brown
Sunny Valley....	4206	Oct. 21, 1924	28	11	4	W. H. Greenslade
Port View.....	4207	Nov. 7, 1924	49-50	2	5	F. E. Floden
Baldwin.....	4208	Dec. 9, 1924	7-8	16-17	4	Joe Meyers.

SCHOOL DISTRICTS DISORGANIZED DURING 1924.

Bankhead.....	1133	Dec. 15, 1924	26	11	5
Eagle Butte.....	3941	Sept. 22, 1924	7-8	3-4	4
Moose Mountain..	4087	Oct. 1, 1924	35	3	5

TABLE 39.

REPORT OF PRIVATE SCHOOLS.

ELEMENTARY AND SECONDARY FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1924

Number of Schools reporting..... 24

	Male	Female	Total
Number of Teachers in residence.....	42	66	108
Number of Teachers not in residence.....	16	16	32
Number of Pupils in residence.....	526	416	942
Number of Pupils not in residence.....	524	595	1,119
Number of Pupils also enrolled in publicly controlled schools.....	28	40	68
Number of Pupils doing work of elementary grades..	495	624	1,119
Number of Pupils doing work of secondary grades..	522	351	873
Number of Pupils doing special work only.....	33	36	69

Total Enrolment.....	2,061
Average Attendance.....	1,849.4
Average Number of Days School Operated.....	191
Length of Course in Years.....	4 to 12

SCHOOLS UNDER CONTROL OF--

(a) Church.....	10
Corporation.....	5
Society.....	3
Private Individuals.....	6
(b) Religious Denominations.....	18
Non-sectarian.....	6

The percentage of attendance is 89.7, which is slightly higher than that of Town Schools.

TABLE 40.
TEACHERS' QUALIFICATIONS, CLASS OF WORK, ETC.

CLASS OF WORK:

	No. of Teachers
More than half time given to Elementary grades.....	82
More than half time given to Secondary grades.....	45
More than half time given to Technical, Special or Commercial work.....	13
	140

ACADEMIC QUALIFICATIONS:

M.A.....	2
M.A. & D.D., M.A. & B.D., M.A., B.D. & Ph.D.....	5
M.A. & B.Sc.....	1
D.D.....	7
D.D. & LL.D.....	1
B.A.....	32
B.Sc., B.A. & B.Sc.....	2
University Graduates.....	10
First Class.....	6
Second Class.....	19
Special.....	17
Others.....	38
	140

YEARS OF EXPERIENCE:

1- 5 years.....	53
5-10 years.....	35
10-15 years.....	24
15-20 years.....	18
Over 20 years.....	10
	140

Average yearly salary for all Teachers..... \$1,168.25

TABLE 41.—PRIVATE SCHOOLS.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.
School Year Ended June 30, 1924.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Kindergarten...	Boys	11	10																22
	Girls	31	17																48
Grade I.....	Boys	8	26	45	20	12	10	3	3	3	2								127
	Girls	10	25	40	25	10	11	5	3	3	1	1							134
Grade II.....	Boys		9	15	10	2	4	3	1	3	1								49
	Girls		8	10	22	9	5	5	3	3	1	1							66
Grade III.....	Boys			6	20	21	4	2	1	3	2								58
	Girls			8	22	31	13	6	5	3				1					91
Grade IV.....	Boys				4	19	22	14	5	2	2	2							70
	Girls				1	17	26	16	2	3	3	1							69
Grade V.....	Boys					1	14	18	9	2	4	1							49
	Girls					1	15	28	21	6	5	1		1					78
Grade VI.....	Boys						1	5	8	7	4	2		2					32
	Girls						1	7	14	10	6	2		3	1				46
Grade VII.....	Boys						1	5	10	13	6	6		2					43
	Girls						1	5	12	14	6	3		1					43
Grade VIII.....	Boys						1	5	13	12	5	3		1			1		45
	Girls							2	13	14	12	4		2			2		49
Grade IX.....	Boys								1	10	18	24	12	12	7	1			94
	Girls								1	14	17	23	15	11	8	3			104
Grade X.....	Boys									2	11	34	33	16	12	12	8		142
	Girls									1	7	22	19	14	11	12	8		101
Grade XI.....	Boys										5	18	38	43	31	16	19	36	206
	Girls										1	14	30	28	16	8	3	12	112
Grade XII.....	Boys										2	10	21	33	15	11	5	16	113
	Girls										1	9	18	11	7	4	9	11	70
Totals by Sex...	Boys	19	45	66	55	55	57	55	51	54	58	102	110	107	66	40	36	74	1,050
	Girls	41	50	58	70	68	71	74	74	71	63	79	87	70	45	27	23	40	1,011
Grand Totals.....		60	95	124	125	123	128	129	125	125	121	181	197	177	111	67	59	114	2,061

TABLE 42.

DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY
SUBJECTS OF INSTRUCTION.

ACADEMIC COURSE.

Subject	Grade IX.		Grade X.		Grade XI.		Grade XII.		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Algebra.....	78	84	131	80	173	91	77	56	459	311	770
Arithmetic and Mensuration.....	64	59	118	66	158	84	66	53	406	262	668
Chemistry.....	24	30	48	51	159	96	30	20	261	197	458
English Composition..	80	76	129	75	181	82	55	47	445	280	725
English Grammar.....	78	76	129	71	175	77	48	42	430	266	696
English Literature....	80	76	118	63	129	72	48	42	375	253	628
French (oral).....	51	56	76	55	108	60	39	28	274	199	473
French (other than oral).....	51	56	76	55	83	52	33	26	243	189	432
Elementary Science (Grades IX. and X.)..	62	54	87	62	..	..	..	..	149	116	265
Geography.....	70	58	83	57	85	56	34	28	272	199	471
Geometry.....	76	82	128	76	163	85	74	53	441	296	737
German.....	28	39	38	26	34	44	37	22	137	131	268
History of Literature..	..	..	..	..	..	..	48	42	48	42	90
History, Ancient.....	33	17	54	46	65	39	38	12	190	114	304
History, British.....	66	61	83	71	161	69	..	..	310	201	511
History and Civics (Canadian).....	23	19	64	60	122	82	32	37	241	198	439
History, Modern.....	68	57	128	93	183	78	38	46	417	274	691
Latin.....	84	92	116	87	149	87	64	38	413	304	717
Physics (Grades XI and XII)	..	..	..	..	79	55	48	36	127	91	218
Trigonometry.....	..	..	..	..	..	..	62	27	62	27	89

COMMERCIAL COURSE.

Book-keeping.....	41	25	48	30	..	..	..	..	89	55	144
Business Law.....	29	18	33	16	..	..	..	..	62	34	96
Stenography.....	46	54	48	27	..	..	..	..	94	81	175
Typewriting.....	46	54	48	27	..	..	..	..	94	81	175

TECHNICAL AND SPECIAL COURSE.

Agriculture.....	5	7	6	14	21	25	..	..	32	46	78
Art.....	18	26	23	32	..	5	..	6	41	69	110
Physical Culture.....	34	25	43	18	28	34	..	..	105	77	182
Military Drill.....	12	..	8	..	14	..	..	..	34	..	34
Manual Training.....	15	31	27	9	45	..	13	..	100	40	140

TABLE 43.

POST-SCHOOL RECORD OF PUPILS.

STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT PRIVATE SCHOOLS
BETWEEN JULY 1, 1923, AND JUNE 30, 1924.

1. Number of Pupils leaving to attend—
 - (a) Normal Schools..... 4
 - (b) Universities and Institute of Technology & Art..... 2
 - (c) Business Colleges..... 1
 - (d) Other Schools..... 47
2. Number of Pupils who left the District..... 54
3. Number who died..... 12
4. Number permanently at home owing to ill health..... 2
5. Number at work:..... 12

GIRLS.—Number leaving in each of the following:

Grades	7 and under	8	9	10	11	12	Total	
(a) At Home.....	10	5	2	..	..	..	17	
(b) In Domestic Service.....	..	1	..	..	..	..	1	
(c) In Shops and Offices.....	..	..	..	3	..	..	3	
(d) Learning a Trade.....	..	..	..	1	..	..	1	
(e) In other Occupations, such as delivering messages, etc.	..	..	..	5	3	..	8	
(f) In Occupations not known..	3	..	..	..	..	..	3	
Totals.....	13	6	2	9	3	..	33	33

BOYS.—Number leaving in each of the following:

Grades	7 and under	8	9	10	11	12	Total	
(a) At Home (farming, etc.)...	9	1	1	..	..	..	11	
(b) Learning a Trade.....	1	..	..	..	..	..	1	
(c) In other Occupations such as Messengers, delivery boys, etc.....	..	..	..	..	1	..	1	
(d) In Occupations not known..	..	..	..	1	1	..	2	
Totals.....	10	1	1	1	2	..	15	15

Grand Total..... 128

TABLE 44.

REPORT OF BUSINESS COLLEGES (PRIVATE)

FOR THE SCHOLASTIC YEAR ENDING JUNE 30, 1924.

Number of Business Colleges reporting..... 4

	Male	Female	Total
Number of Instructors.....	15	29	44
Number of Students enrolled.....	805	1,408	2,213
Number of Students in day courses.....	516	950	1,466
Number of Students in night courses (not also in day courses).....	289	458	747

AVERAGE NUMBER OF DAYS COLLEGES OPERATED:

For day courses.....	226
For night courses.....	73.5

AVERAGE NUMBER OF HOURS OF SESSION:

For day courses.....	5.33
For night courses.....	2.5

SYSTEMS OF SHORTHAND:

	Students
Gregg.....	269
Pitman.....	296

TABLE 45.

COURSES OR COMBINATION OF COURSES.

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
ACADEMIC:				
Public School.....	35	30	10	15
High School.....	15	20	30	45
Correspondence.....	150	155	..	..
COMMERCIAL:				
Book-keeping.....	57	152	25	33
Shorthand and Typewriting....	38	360	15	161
Office Routine.....	8	40	28	28
Penmanship.....	49	170	19	78
Rapid Calculation.....	20	16	1	47
Telegraphy.....	35	5	17	3
MUSIC AND EXPRESSION:				
(Day and Night courses).....	250	600	..	..
Total.....	657	1,548	145	410

TUITION FEES:	By Month	For Course
Day courses.....	\$18.00-\$20.00	\$110.00
Night courses.....	6.50- 7.50	.....

NORMAL TIME FOR GRADUATION:

Day and Night courses.....	6 to 10 months
----------------------------	----------------

TABLE 46.

STUDENTS IN EACH OF THE FOLLOWING BRANCHES OF SUBJECTS.

	Students	
	Male	Female
Arithmetic.....	21	63
Arithmetic of Investment.....	21	63
Banking.....	12	2
Book-keeping.....	82	185
Business Practice.....	76	148
Civics.	33	31
Commercial Law.....	48	24
Correspondence.....	168	241
English Literature.....	184	195
English Composition.....	147	133
Filing.....	109	121
French.....	116	124
Business Papers.....	84	72
Office Routine.....	36	68
Penmanship.....	68	248
Rapid Calculation.....	21	63
Spelling.....	68	240
Adding Machine.....	45	68
Mimeograph.....	14	23
Rapid Calculator.....	36	54
Typewriting.....	53	521

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